

# JUVENILE JUSTICE SYSTEM ENHANCEMENT STRATEGY (JJSES)

## IMPLEMENTATION SURVEY

..... 2020 .....



**pennsylvania**  
JUVENILE COURT JUDGES' COMMISSION

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## INTRODUCTION

As a national leader in juvenile justice, Pennsylvania has an ongoing commitment to improving its balanced and restorative justice outcomes through innovation and vision, strong partnerships at both the state and local levels, and cooperation with both public and private sector service providers.

In June 2010, the Executive Committee of the Pennsylvania Council of Chief Juvenile Probation Officers, and the Juvenile Court Judges' Commission (JCJC) staff conceptualized at their annual strategic planning meeting what would become known as the Juvenile Justice System Enhancement Strategy (JJSES). These systems partners agreed that the JJSES was needed to develop strategies to sustain and enhance efforts around the implementation of evidence-based practices in the Commonwealth.

The JJSES supplements the principles of Balanced and Restorative Justice (BARJ) – the foundation upon which Pennsylvania's juvenile justice system was built – by focusing on the use of research evidence to achieve one of the core BARJ objectives: increasing youth skills (competency development) in order to reduce the likelihood that those involved in the juvenile justice system will commit delinquent acts in the future.

In 2011, the JJSES's Statement of Purpose was created. The Statement of Purpose was designed to reflect the underlying goals of BARJ and of the JJSES initiative:

- Employ evidence-based practices, with fidelity, at every stage of the juvenile justice process;
- Collect and analyze the data necessary to measure the results of these efforts; and, with this knowledge,
- Strive to continuously improve the quality of our decisions, services, and programs.

In April 2012, the Juvenile Justice System Enhancement Strategy Monograph, which lays the roadmap for JJSES implementation, was released. That same year, all sixty-seven juvenile probation departments participated in one of six regional JJSES planning meetings. As part of these activities, juvenile probation departments were asked to complete a self-report survey. This survey, which has become known as the JJSES Implementation Survey, was designed to provide stakeholders with the capacity to examine implementation and sustainability of the strategy across the Commonwealth, on both a county-specific and statewide aggregate level.

Beginning in 2013, to drive the implementation of JJSES, two major changes occurred. First, juvenile probation departments were required to complete the JJSES Implementation Survey in conjunction with the annual JCJC Juvenile Probation Services (JPS) grant process.<sup>1</sup>

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<sup>1</sup>To date, all sixty-seven juvenile probation departments have completed the JJSES Implementation Survey each grant cycle, with the exception of FY2013-2014, in which 66 juvenile probation departments completed it.

Second, requirements in order to receive JPS grant funding for juvenile probation departments include agreement to:

1. The implementation and utilization of the Youth Level of Service (YLS);
2. The utilization of the YLS to make dispositional recommendations; and
3. The development of a case plan using the results of the YLS.

The following report highlights the implementation and sustainability of the JJSES in Pennsylvania using data drawn from each county's FY2020-2021 JJSES Implementation Survey.

## EXECUTIVE SUMMARY

- The following report highlights the implementation and sustainability of the JJSES in Pennsylvania using data drawn from each county's FY2020-2021 JJSES Implementation Survey.
- All 67 counties are included in this report.
- Supplemental data from the Pennsylvania Case Management System (PaJCMS) is included in the report.

### STAGE ONE

- Thirty-six (54%) departments have included a **Stage One activity** in their JJSES Implementation Plan this fiscal year.

### INTRODUCTION TO EVIDENCE-BASED PRACTICES (EBP) TRAINING

- Twenty-eight (42%) departments provided **Introduction to EBP Training** *at least once* last year. Thirty-nine (58%) departments provided no Introduction to EBP Training last year.
- Thirteen (19%) departments provided **EBP Booster Training** last year. Probation officers, service providers, children and youth staff, and judges were the stakeholder groups most likely to benefit from the booster trainings.
- Eleven (16%) departments have developed a **policy** to ensure newly assigned juvenile probation officers and stakeholders are offered Introduction to EBP Training.

### STAKEHOLDER ENGAGEMENT

- Forty-two (63%) departments meet with *a majority* of their **stakeholders** on a regular basis to provide JJSES updates. Twenty (30%) departments meet with *some of* their stakeholders on a regular basis to provide JJSES updates.
- The **forums** in which these meetings are most likely to occur include staff meetings with probation officers, Criminal Justice Advisory Board meetings, meetings with the juvenile judge, and meetings with district attorney and public defenders.
- The most common **JJSES related data/outcome measure reports** provided to stakeholders are YLS risk level distribution, Placement utilization increase or decrease, YLS risk level change from initial to case closing, and recidivism data.
- Eight (12%) departments have developed **policies** to ensure ongoing stakeholder engagement.
- Probation officers, judges, and service providers are the stakeholder groups **most** likely to be engaged with JJSES activities. Community members, magisterial district judge(s), victims, and police officers were the stakeholder groups **least** likely to be engaged.
- Police officers, community members, victim(s), and district attorney(s) were the stakeholder groups identified as the **most** challenging to engage.

## STAGE TWO

### MOTIVATIONAL INTERVIEWING (MI)

- Sixty-two (93%) departments have **implemented MI**. Among the 62 departments that have implemented MI:
  - A total of 47 (76%) departments have initiated the **formal implementation** of MI as described in the recommended protocol of “**Motivational Interviewing: Implementation and Practice Manual.**”
  - There are *at least* 155 **MI Coaches** in Pennsylvania.
  - Thirty-one (50%) departments indicated the MI Coach/Coaches are responsible for the **training and quality** assurance practices within their department. Ten (16%) departments report this to be *in progress*.
  - The most common forms of **quality assurance** for MI reported by departments are as follows booster training (58%), skills practice (47%), coaching sessions (40%), and supervisory reviews (35%). Sixteen (26%) departments have not implemented quality assurance for MI.
  - Twenty-seven (44%) departments have a **written MI policy**. Eight (13%) report this to be *in progress*.
  - Thirty-eight (61%) departments have included **MI activities** in their JJSES Implementation Plan this fiscal year.
- Five additional departments are planning to implement **MI** this fiscal year.

### PENNSYLVANIA DETENTION RISK ASSESSMENT INSTRUMENT (PaDRAI)

- A total of 34 (51%) departments have **implemented the PaDRAI**. Among the 34 departments that have implemented the PaDRAI:
  - Thirty-one (91%) departments utilize the results to **inform detention decisions** the majority of the time. Two (6%) departments utilize the results to inform detention decisions, but *not the majority* of the time.
  - Thirty-one (91%) departments are **entering the results** into PaJCMS.
  - Eleven (32%) departments reported a total of 37 juveniles **failed to appear or reoffended** while released or on an ATD prior to their first hearing following the administration of a PaDRAI in 2019.
  - Thirty (88%) departments have developed a **written PaDRAI policy**. Two (6%) departments report this to be *in progress*.
  - There are 48 **PaDRAI Coordinators** statewide.
  - Thirty-one (91%) departments indicated the PaDRAI Coordinator(s) attended **formal training** for the implementation and oversight of the PaDRAI within their department.
  - A total of seventeen (50%) departments have included **PaDRAI activities** in their JJSES Implementation Plan this fiscal year.
- Six additional departments are planning to implement **PaDRAI** this fiscal year.
- The **PaDRAI discretionary override rate** for 2019 was 28%.

\* *Discretionary Overrides involve the consideration of aggravating and mitigating factors that can increase or decrease the level of pre-hearing supervision indicated by the PaDRAI. It is best practice to use discretionary overrides only when specific, verifiable factors are present that may modify the tool's*

indicated detention decision. The use of discretionary overrides recognizes that no assessment tool is able to account for every possible scenario.

### MENTAL HEALTH/BEHAVIORAL HEALTH SCREENING

- Twenty-seven (40%) departments are utilizing either a **mental health or behavioral health screening tool**. Among the 27 departments that utilize either a mental health or behavioral health screening tool:
  - The **most frequently utilized tool** was the MAYSI-2 (96%).
  - Twenty-five (93%) departments have received **formal training** on the mental health or behavioral health screening tool(s) utilized within their department.
  - The most frequent utilizations of the **mental health or behavioral health screening tool results** were: Referral for appropriate services (n=27, 100%), Determine need for formal clinical assessment (n=23, 85%), and Influence case planning process (n=22, 81%).
  - Fifteen (56%) departments have a **written policy** in place specific to mental health and/or behavioral health screening tools. Six (22%) report this to be *in progress*.
  - Ten (37%) departments have included **mental health or behavioral health screening activities** in their JJSES Implementation Plan this fiscal year.
- Twelve additional departments are planning to implement a **mental health or behavioral health screening tool** this fiscal year.

### TRAUMA SCREENING

- Twenty-one (31%) departments are utilizing a **trauma screening tool**. Among the 21 departments that utilize a trauma screening tool:
  - The **most frequently utilized tool** was the Child Trauma Screen (57%).
  - Eighteen (86%) departments have received **formal training** on the trauma screening tool(s) utilized within their department.
  - The most frequent utilizations of the **trauma screening tool results** were: Referral for appropriate services (n=18, 86%), Influence case planning process (n=17, 81%), and Determine need for formal clinical assessment (n=15, 71%).
  - Nineteen (90%) departments have received specific training **focused on trauma**.
  - Eleven (52%) departments have a **written policy** in place specific to trauma screening tools. Six (29%) report this to be *in progress*.
  - Fourteen (67%) departments have included **trauma screening activities** in their JJSES Implementation Plan this fiscal year.
- Ten additional departments are planning to implement a **trauma screening tool** this fiscal year.

### YOUTH LEVEL OF SERVICE (YLS)

- A total of 66 (99%) departments have **implemented the YLS**. Among the 66 departments that have implemented the YLS:
  - Sixty-four (97%) departments received **YLS booster training** from a YLS Master Trainer.
  - Fifty-nine (89%) departments reported staff completed two YLS booster cases provided by the **Assessment Committee** during the past year.

- o A total of 63 (95%) departments reported having a **written YLS policy**. Three (5%) departments report this to be *in progress*.
- o Forty-seven (71%) departments have a **service matrix** to address the criminogenic needs of youth under supervision. Nine (14%) departments report this to be *in progress*.
- o Forty-three (65%) departments have included **YLS activities** in their JJSES Implementation Plan this fiscal year.
- A total of 23,081 **YLS assessments** were completed in 2019, including initial, re-assessment, and closing assessments.
  - o The **YLS risk level distribution for initial assessments** (n=9,718) in 2019 was as follows: Low (53%), Moderate (39%), High (8%), and Very High (<1%).
  - o The **top scoring domains** (excluding Leisure and Recreation) on initial assessments were: Education/Employment, Personality/Behavior and Substance Abuse.
  - o The **YLS risk level distribution for closing assessments** (n=7,707) in 2019 was as follows: Low (75%), Moderate (22%), High (3%), and Very High (<1%).
  - o In 2019, the **YLS override rate** was 1% (n=229).

\* *Overrides of Overall Risk Score: The YLS allows flexibility for the juvenile justice professional to increase or decrease a youth's overall risk level as appropriate under prevailing conditions.*

## CASE PLAN DEVELOPMENT

- Sixty-five (97%) departments have **implemented case planning**. Among the 65 departments in which case planning has been implemented:
  - o A total of 56 (86%) departments develop a case plan that incorporates the results of the **YLS** and **activities** for juveniles and their families in *the majority of cases*. Nine (14%) departments develop a case plan as such, but not in the majority of cases.
  - o Respondents indicated the following **best practice principles** were most likely to be in their case plans: youth engagement, family engagement, top two or three criminogenic needs, SMART goals and activities, and recognition of strengths.
  - o There are *at least* 126 **case plan coordinators/coaches** in Pennsylvania.
  - o The most common forms of **quality assurance** for case planning reported by departments are as follows: case plan booster training, supervisor approval/supervisor reviews, and case plan coordinator/coach reviews. Seven (11%) departments have not implemented quality assurance for case planning.
  - o Forty-six (71%) departments have a **written case plan policy**. Eleven (17%) departments report this to be *in progress*.
  - o A total of 39 (60%) departments have included **case planning activities** in their JJSES Implementation Plan this fiscal year.
- Two additional departments are planning to implement **case planning** this fiscal year.



## STAGE THREE

### SKILL BUILDING AND TOOLS

- Fifty-seven (85%) departments have implemented some **form of skill building and tools** (e.g., Four Core Competencies (4CC), Carey Guides, Brief Intervention Tools (BITS), or the Supervisor's EBP BriefCASE). Among the 57 departments that have implemented some form of skill building and tools:
  - A total of 30 staff have completed Train the Trainer for **4CC for Supervisors**.
  - A total of 27 staff have completed **Train the Trainer** for 4CC for Line Staff.
  - There are *at least* 46 staff that have completed Train the Trainer for **Carey Guides and BITS**.
  - Thirty-one (54%) departments have **trained the majority of staff** in 4CC for Supervisors, 39 (68%) in 4CC for Line Staff, 37 (65%) in Carey Guides, 49 (86%) in BITS, and 28 (49%) in the Supervisor's EBP BriefCASE.
  - Fifteen (26%) departments utilize the **Carey Guides** in *the majority of cases* to assist youth in **skill building** targeted to identified criminogenic needs.
  - Twenty-one (37%) departments utilize the BITS *in the majority of cases* to assist youth in skill building targeted to **identified criminogenic needs**.
  - Eighteen (32%) departments are **collecting data** around the use of Carey Guides.
  - Twenty-two (39%) departments are collecting data around the use of **BITS**.
  - Twenty-nine (51%) departments report utilizing the **EBP BriefCASE** modules with their probation officers. A total of 14 departments have offered all 18 modules of the Supervisor's EBP BriefCASE to their staff.
  - A total of 25 (44%) departments have included **skill building and tool focused activities** in their JJSES Implementation Plan this fiscal year.
- Two additional departments are planning to implement **skill building and tools** this fiscal year.

### COGNITIVE BEHAVIORAL INTERVENTIONS (CBI)

- The following programs are most likely to be **available** to youth: Aggression Replacement Training (ART®), Thinking for a Change (T4C), NCTI/Crossroads®, and Forward Thinking (The Change Companies®).
- Twenty-three (34%) departments report staff **delivered CBI** in the past year.
- There are more than 126 **juvenile probation staff trained** in the delivery of CBI.
- The following CBI curricula are **most likely** to be facilitated by staff: NCTI/Crossroads®, Aggression Replacement Training (ART®), Forward Thinking (The Change Companies®) and Thinking for a Change (T4C).
- Seven (10%) departments have a written **CBI policy**. Five (7%) departments report this to be *in progress*.
- Sixteen (24%) departments have included **CBI activities** in their JJSES Implementation Plan this fiscal year.

### EFFECTIVE PRACTICES IN COMMUNITY SUPERVISION (EPICS)

- Twenty (30%) departments have **implemented EPICS**. Among those 20 departments:
  - More than 300 staff have successfully completed **EPICS training**.
  - There are *at least* 99 internal **EPICS Coaches** statewide.

- o Twelve (60%) departments have trained internal EPICS Coaches who are responsible for the **quality assurance** practices within their department. Six (29%) departments report this to be *in progress*.
- o The most common forms of **quality assurance** reported are as follows: audio taping, coaching sessions, supervisory review, and session coding.
- o Eight (38%) departments have a **written EPICS policy**. Nine (43%) departments report this to be *in progress*.
- o Seventeen (81%) departments have included **EPICS activities** in their JJSES Implementation Plan this fiscal year.
- Two additional departments are planning to implement **EPICS** this fiscal year.

### STANDARDIZED PROGRAM EVALUATION PROTOCOL (SPEP™)

- Six (9%) departments reference the **SPEP™ scores** located on the Pennsylvania Commission on Crime and Delinquency website for *the majority of* decisions involving service provider alignment. Twenty-eight (42%) departments reference the **SPEP™ scores** as such, but not for the majority of decisions involving service provider alignment.
- A total of 249 staff have completed the **SPEP™ Informed training** in Pennsylvania.
- A total of 41 staff are **SPEP™ certified** (Level 1, 2, or 3 trainers) in Pennsylvania.
- A total of 56 **service provider agencies** were engaged in the SPEP™ process in 2019.
- In 2019, a total of 300 **SPEP™ services** were scored; 188 (63%) were residential and 112 (37%) were community-based. Among the 300 services:
  - o Two-hundred-thirty-two (77%) engaged in SPEP™ for the first time.
  - o Fifty-five (18%) engaged in SPEP™ for the second time.
  - o Ten (3%) engaged in SPEP™ for the third time.
  - o Three (1%) engaged in SPEP™ for the fourth time.
- A total of 22 services were identified as **PACTT affiliated** in 2019. Among the 22 PACTT affiliates:
  - o Nineteen (86%) were residential.
  - o Three (14%) were community-based.
- Twenty-five (37%) departments have included **SPEP™ activities** in their JJSES Implementation Plan this fiscal year.
- For more information on **SPEP™** click the following link: [SPEP™](#).

### GRADUATED RESPONSES

- Forty-seven (70%) departments have **implemented graduated responses**. Among the 47 departments:
  - o Twenty-eight (60%) departments have a **Graduated Response Coordinator**.
  - o There are *at least* 43 Graduated Response Coordinators in Pennsylvania.
  - o Thirty (64%) departments have participated in **formal graduated responses training**.
  - o Twenty-seven (57%) departments have developed a **graduated response policy** addressing the use of effective **responses to non-compliant behavior** and **incentives for pro-social behavior**. Thirteen (28%) departments report this to be *in progress*.
  - o Thirty-one (66%) departments have created a **graduated responses matrix** including related activities addressing the use of **effective responses** for non-compliant behavior and incentives for pro-social behaviors. Eight (17%) departments report this to be *in progress*.

- o Ten (21%) departments utilize the **graduated responses module** in the PaJCMS for the majority of applicable cases. Eleven (23%) departments utilize the **graduated responses module** in the PaJCMS, but not for the majority of applicable cases.
- o Probation officers, judges, district attorney(s) and public defenders(s) are the stakeholder groups **most** likely to be engaged with graduated responses. Hearing officer(s), children and youth staff, victim advocate(s), victim(s), and community members, were the stakeholder groups **least** likely to be engaged.
- o Twenty-four (51%) departments have included **graduated response activities** in their JJSES Implementation Plan this fiscal year.
- Eight additional departments are planning to implement **graduated responses** this fiscal year.

## STAGE FOUR

- Eighteen (27%) departments are planning to implement **Stage Four activities** this fiscal year.

### POLICY ALIGNMENT

- Sixty (90%) departments have a **mission statement**.
- Forty-seven (70%) departments reported their **mission statement incorporates the principles of EBP** as reflected in the JJSES.
- Forty-three (64%) departments indicated *the majority of their policies and practices* incorporate the principles of EBP as reflected in the JJSES. Twelve (18%) departments indicated their **policies and practices** incorporate the principles of EBP as reflected in the JJSES, but not for the majority of policies. Six (9%) departments report this to be *in progress*.
- Three (4%) departments have a written policy that requires the **inclusion of impacted youth** and families in shaping **policies and procedures**. Three (4%) departments report this to be *in progress*.
- One (1%) department has a written policy that seeks to **eliminate unconscious/implicit racial bias** in decision making or that increases staff understanding of strategies that promote racially equitable **outcomes** for justice involved youth. Six (9%) departments report this to be *in progress*.
- Thirty-eight (57%) departments **review and refine** their policies and procedures as needed, 19 (28%) annually, and 2 (3%) bi-annually.

### PERFORMANCE MEASURES

- Fifteen (22%) departments utilize the **Juvenile Probation EBP Job Description Template for Supervisors**. Fourteen (21%) departments utilize the Juvenile Probation EBP Job Description for Probation Officers.
  - Of the departments that are *not* using the **Juvenile Probation Evidence-Based Practices Job Description Templates**, 35 (52%) indicated their department's job descriptions reflect principles of EBP.
- Thirteen (19%) departments use the EBP Juvenile Probation Performance Appraisal Form for Supervisors. Seventeen (25%) departments utilize the **EBP Juvenile Probation Performance Appraisal Form for Probation Officers**.
  - Of the departments that are *not* using the **EBP Juvenile Probation Performance Appraisal Form for Supervisors**, 43 (64%) indicated their department's performance evaluations reflect principles of EBP.
  - Of the departments that are *not* using the **EBP Juvenile Probation Performance Appraisal Form for Probation Officers**, 38 (57%) indicated their department's performance evaluations reflect principles of EBP.
- Nine (13%) departments utilize a **Self-Appraisal for Supervisors**. Twelve (18%) departments utilize the Self-Appraisal for Probation Officers.
- Thirty (45%) departments reported **staff proficiency in EBP** is taken into consideration *a majority of the time* when conducting performance evaluations/reviews.
- Forty-five (67%) departments indicated EBP knowledge *is* a consideration in **staff hiring decisions**.

- Forty-five (67%) departments indicated that EBP proficiency *is* a consideration **in staff promotion decisions**.
- Open positions when hiring are **most commonly** posted on county job boards and Indeed.

### EBP SERVICE CONTRACTS

- Forty-two (63%) departments report to incorporate EBP language in their **service provider contracts**. Among the 42 departments the following language is incorporated:
  - o Ten (15%) departments train service providers in the **principles of EBP**.
  - o Seven (10%) departments establish multidimensional teams.
  - o Seven (10%) departments include a **research-based** process and treatment modality.
  - o Fifteen (22%) departments include evaluation and **outcome measures** related to how effectively the program is matched to the needs of the youth.
  - o Ten (15%) departments reported “other” EBP language is incorporated.
- Seventeen (25%) departments have **planning meetings with their service providers** (residential or non-residential) on an *annual basis*, 1 (1%) on a *bi-annual basis*, 2 (3%) on a *semi-annual basis*, 6 (9%) on a *quarterly basis*, 10 (15%) on a *monthly basis*, 7 (10%) *never*, and 24 (36%) “*other*.”

## BUILDING BLOCKS

### DELINQUENCY PREVENTION

- Departments report to participate in the following **delinquency prevention coalitions**: Drug and Alcohol Prevention Provider (39%), Communities that Care (36%), Single County Authority (33%), and “Other” (52%).
- Eleven (16%) departments access **EPISCenter** prevention services.
- Departments report the most frequent utilizations of the **PAYS results** to be: Needs-based budget (n=25, 37%), program development (n=21, 31%), and stakeholder engagement (n=18, 27%).
- One (1%) department has a **delinquency prevention policy**. Four (6%) departments report this to be *in progress*.
- Thirteen (19%) departments have included **delinquency prevention activities** in their JJSES Implementation Plan this fiscal year.

### DIVERSION

- The following **pre-adjudication diversion** are available to youth: Consent Decree (n=64, 96%), Informal Adjustment (n=62, 93%), Youth Aid Panel (n=14, 21%), Peer Court (n=7, 10%), Community Court (n=3, 4%), and “Other” (n=19, 28%).
- Probation officers, judges, district attorneys and public defenders are the **stakeholder groups most** likely to be educated on diversion. Hearing officers, victims, and community members were the stakeholder groups **least** likely to be educated on diversion.
- Seventeen (25%) departments have a **written diversion policy**. Five (7%) departments report this to be *in progress*.
- Eleven (16%) departments have included **diversion activities** in their JJSES Implementation Plan this fiscal year.

### FAMILY INVOLVEMENT

- Family Group Conferencing (FGC)/Family Group Decision Making (FGDM), **Family-Focused Treatment Programs** (e.g., Multi-Systemic Therapy and Functional Family Therapy), and Family Involvement Training were the most common **initiatives** departments have in place to **promote family involvement**.
- Seven (10%) departments utilize the **Parenting Skills Workbooks** the *majority of the time*. Twenty-four (36%) departments utilize the **Parenting Skills Workbooks**, but *not the majority of the time*.
- Setting Boundaries and Dealing with Frustrations are the Parenting Skills Workbooks **most** likely to be utilized.
- Forty-eight (72%) departments provide “**A Family Guide to Pennsylvania’s Juvenile Justice System**” to families the *majority of the time*. Fourteen (21%) departments provide “**A Family Guide to Pennsylvania’s Juvenile Justice System**” to families, but *not the majority of the time*.
- Eleven (16%) departments utilize a **satisfaction survey** for juveniles and parents the *majority of the time*. Five (7%) departments utilize a **satisfaction survey** for juveniles and parents, but *not the majority of the time*.

- Thirteen (19%) departments utilize a satisfaction survey for **victims** *the majority of the time*. One (1%) department utilizes a satisfaction survey for **victims**, but *not the majority of the time*.
- There are 149 staff that have completed the **Victim Community Awareness (VCAC)** facilitator training in Pennsylvania.
- Thirty-six (54%) departments require youth to write an **apology letter** to their victim(s) *the majority of the time*. Twenty-five (37%) departments require youth to write an **apology letter** to their victim(s), but *not the majority of the time*.
- Nineteen (28%) departments have received **formal training** on how to interact with youth and families from different ethnic, racial, and cultural backgrounds in the past year.
- Ten (15%) departments **offer training** on how to interact with youth and families from different ethnic, racial, and cultural backgrounds **annually**, five (7%) bi-annually, and one (1%) semi-annually. Twenty-seven (40%) departments indicated this training is never offered. Twenty-four (36%) departments report the **frequency** this training is offered as “Other.”
- The *most common* **formats offered** for training on how to interact with youth and families from different ethnic, racial, and cultural backgrounds are **face-to-face** (n=22, 33%) and online (n=15, 22%).
- Probation officers, children and youth staff, and service providers are the **stakeholder groups** **most** likely to receive training on how to interact with youth and families from different ethnic, racial, and cultural backgrounds. Magisterial district judge(s), community members, and victim(s) were the stakeholder groups **least** likely to receive this training.
- Sixteen (24%) departments are planning to **implement activities** specifically aimed at educating probation staff in strategies that **mitigate bias** in decision making this fiscal year.
- Seven (10%) departments have **written policies** that support effective family involvement. Five (7%) departments report this to *be in progress*.
- Fourteen (21%) departments have included **family-involvement activities** in their JJSES Implementation Plan this fiscal year.

### CONTINUOUS QUALITY IMPROVEMENT (CQI)

- Twenty-four (36%) departments have a dedicated **staff person** or unit responsible for CQI.
- Thirty-eight (57%) departments have received the **Continuous Quality Improvement Sustainability Guide**.
  - Motivational Interviewing, Case Planning, and YLS were reported as the **most beneficial** chapters in the Continuous Quality Improvement Sustainability Guide.
- Twenty-six (39%) departments **collect data** and/or performance measures to determine how well **JJSES activities** are being implemented and used by staff. Six (9%) departments report this to *be in progress*.
- Sixteen (24%) departments have included **CQI activities** in their JJSES Implementation Plan this fiscal year.

## STAGE ONE: READINESS

Nearly 70% of all innovation and implementation initiatives in the public and private sectors fail. Stage One of the Framework was crafted with this problem in mind. It recognizes that change is a long-term process – one that requires strategic and careful planning before an initiative truly begins.

A number of tasks are recommended to help ensure a successful launch of the JJSES. Some of these tasks include preparing and engaging juvenile probation staff and stakeholders by: 1.) informing them of the JJSES model, anticipated tasks and timelines, and ways in which the juvenile justice and service delivery system may change; 2.) providing training about research that could guide practice; and 3.) setting up a planning process that allows stakeholders to help shape the local JJSES Plan.

In addition, juvenile probation departments are urged to take an honest look at their readiness to undertake a change initiative.

The following activities are outlined under Stage One of the JJSES Framework:

1. Introduction to EBP Training;
2. Organizational Readiness;
3. Cost Benefit Analysis; and
4. Stakeholder Engagement.

The following topics were included in the FY2020-2021 Implementation Survey:

1. Introduction to EBP Training; and
2. Stakeholder Engagement.

### IMPLEMENTATION SURVEY RESULTS

- Thirty-six (54%) departments have included a **Stage One activity** in their JJSES Implementation Plan this fiscal year.



## INTRODUCTION TO EBP TRAINING

In order to determine a department's or juvenile justice system's readiness to proceed with evidence-based practices (EBP), the department must know what EBP is and what it entails. Many departments mistakenly view EBP as applying an actuarial risk/needs instrument, as if it were a singular event. While implementing a risk/needs assessment is foundational to EBP, it is just one activity. A department needs to know the totality of what it is committing to in order to successfully implement change.

Conducting an "Introduction to Evidence-Based Practices" training session is a key part of preparing for JJSES. This one-day training should be designed to ground participants in the *what* and *why* of EBP. It provides basic knowledge about evidence-based and risk reduction research and explores how the principles of risk, need, and responsivity are relevant to decisions made by staff (e.g., how intensively to supervise the youth, which criminogenic needs to target for case management, and how to customize the approach based on the youth's unique traits) and other juvenile justice system stakeholders (e.g., who should be eligible for diversion, what dispositional conditions to impose, how to handle violations, and how court reports might be structured).

### IMPLEMENTATION SURVEY RESULTS

- Twenty-eight (42%) departments provided **Introduction to EBP Training** *at least once* last year. Thirty-nine (58%) departments provided no Introduction to EBP Training last year.
- Thirteen (19%) departments provided **EBP Booster Training** last year. Probation officers, service providers, children and youth staff, and judges were the stakeholder groups most likely to benefit from the booster trainings.
- Eleven (16%) departments have developed a **policy** to ensure newly assigned juvenile probation officers and stakeholders are offered Introduction to EBP Training.

## STAKEHOLDER ENGAGEMENT

The juvenile justice system is comprised of a constellation of individual stakeholders and departments, including victims, judges, prosecutors and defense counsel, probation officers, juveniles, families, the community, those responsible for government budgets, and departments that protect the rights of the accused, represent the needs of victims, ensure that the process is fair and in accordance with the law, and hold law violators accountable. Sometimes stakeholders' interests are similar; sometimes they are different and potentially conflicting. The success of the JJSES is partially dependent on aligning the missions, intentions, understandings, and resources of the stakeholders.

The JJSES proposes that all stakeholders rally around a unifying principle: harm reduction. The principle of harm reduction aligns with BARJ principles, as demonstrated by its targeted outcomes of safer and stronger communities, fewer victims, reduced delinquency rates, improved confidence in the juvenile justice system, and reduced taxpayer costs.

### IMPLEMENTATION SURVEY RESULTS

- Forty-two (63%) departments meet with *a majority* of their **stakeholders** on a regular basis to provide JJSES updates. Twenty (30%) departments meet with *some of* their stakeholders on a regular basis to provide JJSES updates.
- The **forums** in which these meetings are most likely to occur include staff meetings with probation officers, Criminal Justice Advisory Board meetings, meetings with the juvenile judge, and meetings with district attorney and public defenders.
- The most common **JJSES related data/outcome measure reports** provided to stakeholders are YLS risk level distribution, Placement utilization increase or decrease, YLS risk level change from initial to case closing, and recidivism data.
- Eight (12%) departments have developed **policies** to ensure ongoing stakeholder engagement.
- Probation officers, judges, and service providers are the stakeholder groups **most** likely to be engaged with JJSES activities. Community members, magisterial district judge(s), victims, and police officers were the stakeholder groups **least** likely to be engaged.
- Police officers, community members, victim(s), and district attorney(s) were the stakeholder groups identified as the **most** challenging to engage.

## STAGE TWO: INITIATION

After a department has adequately prepared itself and its stakeholders for the JJSES change initiative, Stage Two: Initiation can begin. This stage helps departments prepare for behavioral change practices that are effective in reducing the risk to reoffend. These practices are identified in Stage Three.

During the assessment process, a number of actuarial tools are used that more accurately identify the needs of youth. These tools identify a juvenile's risk to reoffend, criminogenic and non-criminogenic needs, and the appropriate level of supervision. They are not meant to replace decision-makers' discretion; rather, they are intended to help guide and inform decisions related to detention, diversion, disposition, violations, and referrals for service. The importance of these assessments cannot be overstated they are significantly more effective at identifying risk and need than professional judgment alone. However, they will only remain valid assessments if there is a system in place to ensure quality through inter-rater reliability. Stage Two, therefore, includes procedures to ensure that all assessors utilize the tools properly in order to retain their predictive properties, thereby allowing decision makers to rely on the accuracy of the data.

The following activities are outlined under Stage Two of the Framework:

1. Motivational Interviewing (MI);
2. Structured Decision-Making;
3. Detention Assessment;
4. MAYSI-2;
5. Youth Level of Service (YLS);
6. Inter-Rater Reliability; and
7. Case Plan Development.

The following topics were included in the FY2020-2021 Implementation Survey:

1. Motivational Interviewing (MI);
2. The Pennsylvania Detention Risk Assessment Instrument (PaDRAI);
3. Mental Health/Behavioral Health Screening;
4. Trauma Screening;
5. Youth Level of Service (YLS); and
6. Case Plan Development.

## MOTIVATIONAL INTERVIEWING (MI)

One of the most important skills introduced in Stage Two is motivational interviewing. This skill enhances the amount and quality of information collected during the assessment process and helps engage youth and families in creating their own case plans.

For most people, change is a process that unfolds over time. People can range from having no interest in making changes (precontemplation), to having some awareness or mixed feelings about change (contemplation), to preparing for change (preparation), to having recently begun to make changes (action), to maintaining changes over time (maintenance). Practitioners must adapt their style to meet their clients where they are in the change process.

Motivational interviewing does not address a skill deficit; it prepares probationers and their families for change. Furthermore, it helps establish a professional alliance—one in which juvenile justice professionals establish rapport and align their approach with probationers' goals. These outcomes set the stage for probation officers, probationers, and youths' families to work on the issues identified through the assessment and case planning sessions. For these reasons, JJSES places motivational interviewing in Stage Two: Initiation instead of in Stage Three: Behavioral Change.

To help counties establish effective motivational interviewing practices, JJSES will continue to provide training, coaching, and continuous quality improvement assistance. It should be noted that it often takes years for staff to become proficient in motivational interviewing. County probation departments and their service providers should be prepared to attend to the required proficiency processes. These efforts include observing staff-youth sessions, providing booster trainings, conducting coaching sessions, and integrating motivational interviewing terminology and concepts into policies and practices.

### IMPLEMENTATION SURVEY RESULTS

- Sixty-two (93%) departments have **implemented MI**. Among the 62 departments that have implemented MI:
  - A total of 47 (76%) departments have initiated the **formal implementation** of MI as described in the recommended protocol of “**Motivational Interviewing: Implementation and Practice Manual.**”
  - There are *at least* 155 **MI Coaches** in Pennsylvania.
  - Thirty-one (50%) departments indicated the MI Coach/Coaches are responsible for the **training and quality** assurance practices within their department. Ten (16%) departments report this to be *in progress*.
  - The most common forms of **quality assurance** for MI reported by departments are as follows booster training (58%), skills practice (47%), coaching sessions (40%), and supervisory reviews (35%). Sixteen (26%) departments have not implemented quality assurance for MI.
  - Twenty-seven (44%) departments have a **written MI policy**. Eight (13%) report this to be *in progress*.
  - Thirty-eight (61%) departments have included **MI activities** in their JJSES Implementation Plan this fiscal year.
- Five additional departments are planning to implement **MI** this fiscal year.

## PENNSYLVANIA DETENTION RISK ASSESSMENT INSTRUMENT (PADRAI)

The decision to place a juvenile in a secure detention center represents one of the most important decisions of juvenile court processing and one of the most significant events in a young person's life. Detention decisions should be based on clearly defined, objective criteria that are understood and employed by all juvenile court staff. The use of a validated detention risk assessment instrument to assist in making decisions about detention can help ensure that those decisions will be structured and consistent, as well as racially and ethnically neutral. These instruments also provide a concrete, non-biased rationale that juvenile justice practitioners can share with families when engaging them in understanding decisions made about their children, as well as when eliciting their input and cooperation in response to these decisions.

In Pennsylvania, detention decisions are guided by the Juvenile Act and the Juvenile Court Judges' Commission (JCJC) Standards Governing the Use of Secure Detention Under the Juvenile Act, which were developed on the premise that decisions regarding admissions to secure detention must be based on a commitment to utilize the most appropriate level of care consistent with the circumstances of the individual case. When the admission of a child to a secure detention facility is being considered by a judge, juvenile court hearing officer, or juvenile probation officer, preference should be given to non-secure alternatives that could reduce the risk of flight or danger to the child or community.

### IMPLEMENTATION SURVEY RESULTS

- A total of 34 (51%) departments have **implemented the PaDRAI**. Among the 34 departments that have implemented the PaDRAI:
  - Thirty-one (91%) departments utilize the results to **inform detention decisions** the majority of the time. Two (6%) departments utilize the results to inform detention decisions, but *not the majority* of the time.
  - Thirty-one (91%) departments are **entering the results** into PaJCMS.
  - Eleven (32%) departments reported a total of 37 juveniles **failed to appear or reoffended** while released or on an ATD prior to their first hearing following the administration of a PaDRAI in 2019.
  - Thirty (88%) departments have developed a **written PaDRAI policy**. Two (6%) departments report this to be *in progress*.
  - There are 48 **PaDRAI Coordinators** statewide.
  - Thirty-one (91%) departments indicated the PaDRAI Coordinator(s) attended **formal training** for the implementation and oversight of the PaDRAI within their department.
  - A total of seventeen (50%) departments have included **PaDRAI activities** in their JJSES Implementation Plan this fiscal year.
- Six additional departments are planning to implement **PaDRAI** this fiscal year.
- The **PaDRAI discretionary override rate** for 2019 was 28%.

\* *Discretionary Overrides involve the consideration of aggravating and mitigating factors that can increase or decrease the level of pre-hearing supervision indicated by the PaDRAI. It is best practice to use discretionary overrides only when specific, verifiable factors are present that may modify the tool's*

*indicated detention decision. The use of discretionary overrides recognizes that no assessment tool is able to account for every possible scenario.*

## MENTAL HEALTH/BEHAVIORAL HEALTH SCREENING

Most criminogenic risk/need assessment instruments are not designed to detect mental health issues that youth may experience. While mental health problems are not a criminogenic factor to consider when assessing the risk to recidivate, mental health issues are considered a responsivity factor that may impact the ability of the youth to adequately respond to the intervention(s) to address criminogenic risk/need factors that may be indicated. The MAYSI-2 is a scientifically proven screening instrument that is designed to help juvenile probation departments and juvenile justice service providers identify youth, ages 12–17, who may have special mental health needs. It can be used at any decision-making point within the system (i.e., detention, intake, probation, or placement).

In Pennsylvania, the MAYSI-2 has been used by juvenile detention centers since 2000, and it was adopted by the Commonwealth's Youth Development Center/Youth Forest Camp (YDC/YFC) System shortly thereafter. Juvenile probation departments began implementing the MAYSI-2 in 2007, in conjunction with Pennsylvania's Models for Change initiative. Initial MAYSI-2 implementation among Pennsylvania's juvenile probation departments was supported by funding from the Pennsylvania Commission on Crime and Delinquency.

### IMPLEMENTATION SURVEY RESULTS

- Twenty-seven (40%) departments are utilizing either a **mental health or behavioral health screening tool**. Among the 27 departments that utilize either a mental health or behavioral health screening tool:
  - o The **most frequently utilized tool** was the MAYSI-2 (96%).
  - o Twenty-five (93%) departments have received **formal training** on the mental health or behavioral health screening tool(s) utilized within their department.
  - o The most frequent utilizations of the **mental health or behavioral health screening tool results** were: Referral for appropriate services (n=27, 100%), Determine need for formal clinical assessment (n=23, 85%), and Influence case planning process (n=22, 81%).
  - o Fifteen (56%) departments have a **written policy** in place specific to mental health and/or behavioral health screening tools. Six (22%) report this to be *in progress*.
  - o Ten (37%) departments have included **mental health or behavioral health screening activities** in their JJSES Implementation Plan this fiscal year.
- Twelve additional departments are planning to implement a **mental health or behavioral health screening tool** this fiscal year.

## TRAUMA SCREENING

Trauma has been identified as an important responsivity factor to consider when assessing a youth's likelihood to re-offend. Each year, millions of children are exposed to violence in their homes, schools, and communities. Left unaddressed, these experiences can lead to mental health and substance use disorders, school failure, increased risk taking, and delinquency. In fact, youth who become involved in the juvenile justice system are more likely than their peers to have been exposed to not just one or two traumatic stressors, but multiple types of traumatic victimization.

Pennsylvania is in the early stages of implementing a statewide trauma tool, as well as developing a trauma-informed decision protocol, under the auspices of Dr. Keith Cruise, Fordham University.

### IMPLEMENTATION SURVEY RESULTS

- Twenty-one (31%) departments are utilizing a **trauma screening tool**. Among the 21 departments that utilize a trauma screening tool:
  - o The **most frequently utilized tool** was the Child Trauma Screen (57%).
  - o Eighteen (86%) departments have received **formal training** on the trauma screening tool(s) utilized within their department.
  - o The most frequent utilizations of the **trauma screening tool results** were: Referral for appropriate services (n=18, 86%), Influence case planning process (n=17, 81%), and Determine need for formal clinical assessment (n=15, 71%).
  - o Nineteen (90%) departments have received specific training **focused on trauma**.
  - o Eleven (52%) departments have a **written policy** in place specific to trauma screening tools. Six (29%) report this to be *in progress*.
  - o Fourteen (67%) departments have included **trauma screening activities** in their JJSES Implementation Plan this fiscal year.
- Ten additional departments are planning to implement a **trauma screening tool** this fiscal year.



## YOUTH LEVEL OF SERVICE (YLS)

If a juvenile justice system is to achieve a reduction in recidivism through the prevention of delinquent behavior, it must adhere to the three principles of risk, need, and responsivity. The preliminary step in this process is the use of a valid and reliable risk assessment instrument, such as the Youth Level of Service (YLS). The YLS provides a broad and comprehensive survey of all the risk, need, responsivity factors that affect youth offending and responses to interventions.

The YLS contains 42 static and dynamic risk factors, divided into eight domains, that have been identified as most predictive of youthful re-offending. Upon completion of the assessment, youth are assigned a numeric score and risk level, and their top risk factors are identified. These results assist juvenile probation officers in targeting a youth's specific needs. Generally, youth are assessed at the time they enter the juvenile justice system. They are also reassessed at regular intervals, including case closure. Changes in score serve as one indicator of the impact of a youth's involvement in the juvenile justice system.

In 2009, the first phase of Pennsylvania counties was trained on the use of this tool, and by 2012, 66 of 67 counties were utilizing the YLS.

### IMPLEMENTATION SURVEY RESULTS

- A total of 66 (99%) departments have **implemented the YLS**. Among the 66 departments that have implemented the YLS:
  - Sixty-four (97%) departments received **YLS booster training** from a YLS Master Trainer.
  - Fifty-nine (89%) departments reported staff completed two YLS booster cases provided by the **Assessment Committee** during the past year.
  - A total of 63 (95%) departments reported having a **written YLS policy**. Three (5%) departments report this to be *in progress*.
  - Forty-seven (71%) departments have a **service matrix** to address the criminogenic needs of youth under supervision. Nine (14%) departments report this to be *in progress*.
  - Forty-three (65%) departments have included **YLS activities** in their JJSES Implementation Plan this fiscal year.
- A total of 23,081 **YLS assessments** were completed in 2019, including initial, re-assessment, and closing assessments.
  - The **YLS risk level distribution** for **initial assessments** (n=9,718) in 2019 was as follows: Low (53%), Moderate (39%), High (8%), and Very High (<1%).
  - The **top scoring domains** (excluding Leisure and Recreation) on initial assessments were: Education/Employment, Personality/Behavior and Substance Abuse.
  - The **YLS risk level distribution** for **closing assessments** (n=7,707) in 2019 was as follows: Low (75%), Moderate (22%), High (3%), and Very High (<1%).
  - In 2019, the **YLS override rate** was 1% (n=229).

*\* Overrides of Overall Risk Score: The YLS allows flexibility for the juvenile justice professional to increase or decrease a youth's overall risk level as appropriate under prevailing conditions.*

## CASE PLAN DEVELOPMENT

Case plans link assessments with services aimed to improve competencies and reduce recidivism. They are roadmaps that provide direction for probation officers, youth, and families throughout the period of supervision. As such, they are a valuable element of Pennsylvania's JJSES and the centerpiece of supervision for clients.

Comprehensive case plans focus on reducing risk factors that, according to assessments, have the greatest impact on recidivism; emphasize strengths; identify triggers; and customize approaches based on traits such as culture, gender, language, disabilities, and mental health. In essence, their goal is to identify and prioritize the domains that will have the greatest impact on future delinquent behavior, appropriately match services to those areas, and do so in the right dosage and intensity.

### IMPLEMENTATION SURVEY RESULTS

- Sixty-five (97%) departments have **implemented case planning**. Among the 65 departments in which case planning has been implemented:
  - o A total of 56 (86%) departments develop a case plan that incorporates the results of the **YLS** and **activities** for juveniles and their families in *the majority of cases*. Nine (14%) departments develop a case plan as such, but not in the majority of cases.
  - o Respondents indicated the following **best practice principles** were most likely to be in their case plans: youth engagement, family engagement, top two or three criminogenic needs, SMART goals and activities, and recognition of strengths.
  - o There are *at least* 126 **case plan coordinators/coaches** in Pennsylvania.
  - o The most common forms of **quality assurance** for case planning reported by departments are as follows: case plan booster training, supervisor approval/supervisor reviews, and case plan coordinator/coach reviews. Seven (11%) departments have not implemented quality assurance for case planning.
  - o Forty-six (71%) departments have a **written case plan policy**. Eleven (17%) departments report this to be *in progress*.
  - o A total of 39 (60%) departments have included **case planning activities** in their JJSES Implementation Plan this fiscal year.
- Two additional departments are planning to implement **case planning** this fiscal year.

## STAGE THREE: BEHAVIORAL CHANGE

Developing effective case plans, such as those described in Stage Two, requires an understanding of long-term behavioral change strategies that are grounded in evidence-based practices, the ability to match these strategies with individuals' responsivity factors, and the acquisition of competencies and tools necessary to ensure that one-on-one sessions with juveniles help them build skills that address their criminogenic needs.

Once the screening and assessment components of Stage Two are in place, these behavioral change initiatives can begin. Stage Three, then, logically builds from the information amassed from the diagnostic practices established in Stage Two and includes such tasks as putting in place cognitive behavioral programs, applying responsivity information to referral decisions, ensuring that programs are evidence-based, and giving case management staff the competencies and tools necessary to ensure that their one-on-one sessions build skills that address criminogenic needs.

Probation staff also need to be knowledgeable about local community-based services in order to make proper referrals. Service providers need to be confident about implementing the most effective programs, targeting the proper behavioral skills, and guarding against quality service delivery slippage.

A partnership between probation departments and service providers that ensures that evidence-based interventions are used effectively is critical to achieving long-term risk reduction outcomes. The Standardized Program Evaluation Protocol (SPEP™) described in Stage Three provides guidance in aligning service needs with quality local programming.

Stage Three includes numerous and potentially complex processes. As a result, it is expected that it will take longer for juvenile justice professionals to gain proficiency with this stage.

The following activities are outlined under Stage Three of the Framework:

1. Skill Building and Tools;
2. Cognitive Behavioral Interventions;
3. Responsivity;
4. Evidence-Based Programming and Interventions;
5. Service Provider Alignment/Standardized Program Evaluation Protocol (SPEP™); and
6. Graduated Responses.

The following topics were included in the FY2020-2021 Implementation Survey:

1. Skill Building and Tools;
2. Cognitive Behavioral Interventions;
3. Effective Practices in Community Supervision (EPICS);
4. Standardized Program Evaluation Protocol (SPEP™); and
5. Graduated Responses.

## SKILL BUILDING AND TOOLS

The most effective interventions leading to pro-social changes are behavioral. Social learning theory provides juvenile justice professionals with a set of foundational, behavior-oriented principles that promote long-lasting behavioral change. It asserts that people learn and adopt new behaviors through such means as positive and negative reinforcement and skill practice. Skill practice involves observing others, practicing new behaviors, receiving feedback on the practiced behaviors, and applying the behaviors in real-life situations. As we practice new ways of responding to situations, we also integrate new ways of thinking about, or processing, those events.

Many youth involved in the juvenile justice system, particularly those at a high risk to re-offend, are lacking in pro-social skills such as conflict resolution, anger management, problem solving, and emotional regulation. Attending a class and listening to a counselor talk about anger management, for example, is unlikely to help an offender build new skills in managing responses to difficult situations any more than listening to music will help a person become a musician. But listening to a counselor describe anger management techniques, observing these techniques in others, and practicing and perfecting them over time will help offenders develop more productive responses to volatile situations.

The JJSES provides a number of resources to assist in this pro-social skills development, including training on skills practice, specific tools (e.g., journals and worksheets) that juvenile justice professionals can use to structure their one-on-one and family sessions and teach pro-social skills, access to cognitive behavioral interventions, and a set of guidelines that align criminogenic needs with the most common skill deficits.

### IMPLEMENTATION SURVEY RESULTS

- Fifty-seven (85%) departments have implemented some **form of skill building and tools** (e.g., Four Core Competencies (4CC), Carey Guides, Brief Intervention Tools (BITS), or the Supervisor's EBP BriefCASE). Among the 57 departments that have implemented some form of skill building and tools:
  - o A total of 30 staff have completed Train the Trainer for **4CC for Supervisors**.
  - o A total of 27 staff have completed **Train the Trainer** for 4CC for Line Staff.
  - o There are *at least* 46 staff that have completed Train the Trainer for **Carey Guides and BITS**.
  - o Thirty-one (54%) departments have **trained the majority of staff** in 4CC for Supervisors, 39 (68%) in 4CC for Line Staff, 37 (65%) in Carey Guides, 49 (86%) in BITS, and 28 (49%) in the Supervisor's EBP BriefCASE.
  - o Fifteen (26%) departments utilize the **Carey Guides** in *the majority of cases* to assist youth in **skill building** targeted to identified criminogenic needs.
  - o Twenty-one (37%) departments utilize the BITS *in the majority of cases* to assist youth in skill building targeted to **identified criminogenic needs**.
  - o Eighteen (32%) departments are **collecting data** around the use of Carey Guides.
  - o Twenty-two (39%) departments are collecting data around the use of **BITS**.
  - o Twenty-nine (51%) departments report utilizing the **EBP BriefCASE** modules with their probation officers. A total of 14 departments have offered all 18 modules of the Supervisor's EBP BriefCASE to their staff.

- o A total of 25 (44%) departments have included **skill building and tool focused activities** in their JJSES Implementation Plan this fiscal year.
- Two additional departments are planning to implement **skill building and tools** this fiscal year.

## COGNITIVE BEHAVIORAL INTERVENTIONS (CBI)

Juveniles under supervision come with a myriad of challenges, but none are as prevalent or present as great a risk for getting them in trouble than cognitions that lead to negative behavior. These “thinking errors” include, among others, the tendency to rationalize and justify antisocial or delinquent behavior, difficulty interpreting social cues, underdeveloped moral reasoning, a sense of entitlement, a failure to assess consequences of actions, a lack of empathy for others, and poor problem-solving and decision-making skills. Such skill deficits can lead to rigid responses to stressful situations, impulsivity, and emotional or violent reactions to perceived disrespect or danger. They tend to engender strong emotions in adolescents that, in turn, reduce their ability to address problems in a calm and reasoned fashion.

Cognitive behavioral interventions, delivered primarily in group settings, are designed to restructure problematic thinking patterns and attitudes. These interventions teach youth to monitor their patterns of automatic thoughts in situations that would otherwise lead to antisocial behavior. The interventions also focus on developing pro-social skills such as managing anger, assuming personal responsibility for one’s actions, seeing other people’s perspectives, and setting realistic goals.

Research has shown that cognitive behavioral interventions have the most significant impact on delinquent behavior and recidivism among juveniles. On average, cognitive groups— whether conducted in the community or in residential facilities— reduce re-arrest or reconviction by 20–30 percent. Cognitive behavioral interventions are extremely effective in addressing the antisocial thinking that so often leads to delinquent behavior, but these interventions can only achieve their intended purpose under three sets of circumstances. First, the interventions must be delivered as they were designed and intended, with integrity and fidelity to the structured curriculum. Second, the attitudes and skills that youth learn in groups must be reinforced through their interactions with their juvenile justice professionals, and the attitudes and skills that youth learn with their juvenile justice professionals must be reinforced through their interactions with service providers. Third, juvenile justice professionals, service providers, and families must work collaboratively and communicate effectively in order for behavioral change to occur.

### IMPLEMENTATION SURVEY RESULTS

- The following programs are most likely to be **available** to youth: Aggression Replacement Training (ART®), Thinking for a Change (T4C), NCTI/Crossroads®, and Forward Thinking (The Change Companies®).
- Twenty-three (34%) departments report staff **delivered CBI** in the past year.
- There are more than 126 **juvenile probation staff trained** in the delivery of CBI.
- The following CBI curricula are **most likely** to be facilitated by staff: NCTI/Crossroads®, Aggression Replacement Training (ART®), Forward Thinking (The Change Companies®) and Thinking for a Change (T4C).
- Seven (10%) departments have a written **CBI policy**. Five (7%) departments report this to be *in progress*.
- Sixteen (24%) departments have included **CBI activities** in their JJSES Implementation Plan this fiscal year.

## EFFECTIVE PRACTICES IN COMMUNITY SUPERVISION (EPICS)

The Effective Practices in Community Supervision (EPICS) model is designed to use a combination of monitoring, referrals, and face-to-face interactions to provide the offenders with a sufficient “dosage” of treatment interventions and make the best possible use of time to develop a collaborative working relationship. The EPICS model helps translate the risk, needs and responsivity principles into practice.

Community supervision officers or case managers are taught to increase dosage to higher risk offenders, stay focused on criminogenic needs, especially the thought-behavior link, and to use a social learning, cognitive behavioral approach to their interactions. The EPICS model is not intended to replace other programming and services, but rather is an attempt to more fully utilize staff as agents of change.

### IMPLEMENTATION SURVEY RESULTS

- Twenty (30%) departments have **implemented EPICS**. Among those 20 departments:
  - o More than 300 staff have successfully completed **EPICS training**.
  - o There are *at least* 99 internal **EPICS Coaches** statewide.
  - o Twelve (60%) departments have trained internal EPICS Coaches who are responsible for the **quality assurance** practices within their department. Six (29%) departments report this to be *in progress*.
  - o The most common forms of **quality assurance** reported are as follows: audio taping, coaching sessions, supervisory review, and session coding.
  - o Eight (38%) departments have a **written EPICS policy**. Nine (43%) departments report this to be *in progress*.
  - o Seventeen (81%) departments have included **EPICS activities** in their JJSES Implementation Plan this fiscal year.
- Two additional departments are planning to implement **EPICS** this fiscal year.

## THE STANDARDIZED PROGRAM EVALUATION PROTOCOL (SPEP™)

Dr. Mark Lipsey and colleagues conducted a groundbreaking meta-analysis of the characteristics of effective delinquency interventions, with the goal of providing a solid foundation for improving delinquency programs and services. Based on his analysis of approximately 700 controlled studies of interventions with juvenile offenders, Lipsey developed the Standardized Program Evaluation Protocol (SPEP™). The SPEP™ is a validated, data-driven rating system for determining how well a program matches what research tells us is effective for that particular type of program in reducing the recidivism of juvenile offenders. More specifically, the SPEP™ creates a metric by assigning points to programs according to how closely their characteristics match those associated with similar programs shown, in research studies, to have the best recidivism outcomes.

The body of research on programs for juvenile offenders indicates that several general characteristics are most strongly related to their effects on juvenile delinquency: the type of program, the service quantity or dosage, the risk levels of the youth served by the program, and the quality with which the program is implemented.

Lipsey's work provides specific research-based profiles of program characteristics that can be used both as "best practice" standards against which to evaluate juvenile justice programs and as roadmaps for improving the programs. The more closely programs resemble those that research has shown to be effective, the more points they receive. Higher program scores have equated to greater recidivism reductions.

While the initial SPEP™ score is certainly of interest, it more importantly establishes a baseline for program improvement. The difference between the scores for the individual components of the SPEP™ and the maximum possible point values for each provide information about where program ratings can improve. The resulting program improvement process must be a collaborative effort between probation departments and service providers.

### IMPLEMENTATION SURVEY RESULTS

- Six (9%) departments reference the **SPEP™ scores** located on the Pennsylvania Commission on Crime and Delinquency website for *the majority of* decisions involving service provider alignment. Twenty-eight (42%) departments reference the **SPEP™ scores** as such, but not for the majority of decisions involving service provider alignment.
- A total of 249 staff have completed the **SPEP™ Informed training** in Pennsylvania.
- A total of 41 staff are **SPEP™ certified** (Level 1, 2, or 3 trainers) in Pennsylvania.
- A total of 56 **service provider agencies** were engaged in the SPEP™ process in 2019.
- In 2019, a total of 300 **SPEP™ services** were scored; 188 (63%) were residential and 112 (37%) were community-based. Among the 300 services:
  - Two-hundred-thirty-two (77%) engaged in SPEP™ for the first time.
  - Fifty-five (18%) engaged in SPEP™ for the second time.
  - Ten (3%) engaged in SPEP™ for the third time.
  - Three (1%) engaged in SPEP™ for the fourth time.
- A total of 22 services were identified as **PACTT affiliated** in 2019. Among the 22 PACTT affiliates:
  - Nineteen (86%) were residential.



- o Three (14%) were community-based.
- Twenty-five (37%) departments have included **SPEP™ activities** in their JJSES Implementation Plan this fiscal year.
- For more information on **SPEP™** click the following link: [SPEP™](#).

## GRADUATED RESPONSES

For juvenile justice practitioners working with youth, behavioral change is promoted when they use both sanctions for antisocial behavior and incentives and positive reinforcement for pro-social behavior. To maximize results, both sanctions and rewards should be guided by policy that is informed by research.

Youthful offenders are more likely to repeat and adopt prosocial behaviors when those behaviors and attitudes are recognized, acknowledged, and affirmed. Juvenile justice professionals tend to use sanctions as the primary method to respond to or control offenders' behavior. However, research evidence supports the use of more rewards and incentives than sanctions (a ratio of 4:1 to 6:1) to improve offender motivation to change.

JJSES supports the development of policy based on research evidence that promotes the use of clear, graduated sanctions and rewards in response to youth behavior. To assist in this effort, JJSES will provide both training on the effective use of sanctions and rewards and examples of structured decision-making models from other states.

### IMPLEMENTATION SURVEY RESULTS

- Forty-seven (70%) departments have **implemented graduated responses**. Among the 47 departments:
  - o Twenty-eight (60%) departments have a **Graduated Response Coordinator**.
  - o There are *at least* 43 Graduated Response Coordinators in Pennsylvania.
  - o Thirty (64%) departments have participated in **formal graduated responses training**.
  - o Twenty-seven (57%) departments have developed a **graduated response policy** addressing the use of effective **responses** to **non-compliant behavior** and **incentives** for **pro-social behavior**. Thirteen (28%) departments report this to be *in progress*.
  - o Thirty-one (66%) departments have created a **graduated responses matrix** including related activities addressing the use of **effective responses** for non-compliant behavior and incentives for pro-social behaviors. Eight (17%) departments report this to be *in progress*.
  - o Ten (21%) departments utilize the **graduated responses module** in the PaJCMS for the majority of applicable cases. Eleven (23%) departments utilize the **graduated responses module** in the PaJCMS, but not for the majority of applicable cases.
  - o Probation officers, judges, district attorney(s) and public defenders(s) are the stakeholder groups **most** likely to be engaged with graduated responses. Hearing officer(s), children and youth staff, victim advocate(s), victim(s), and community members, were the stakeholder groups **least** likely to be engaged.
  - o Twenty-four (51%) departments have included **graduated response activities** in their JJSES Implementation Plan this fiscal year.
- Eight additional departments are planning to implement **graduated responses** this fiscal year.

## STAGE FOUR: REFINEMENT

The final stage, Refinement, involves ongoing feedback for the purpose of making incremental improvements. Implementation is rarely done perfectly the first time. Therefore, a system for measurement and feedback must be put in place to ensure that the processes are, in fact, having their intended effect. When they are not, changes are required. Stage Four, therefore, includes the collection of data and outcome measures. Information-gathering processes take place at earlier stages as well; however, it is at Stage Four, after all other tasks have been put in place, that they will have maximum effect.

Stage Four also involves modifying policies to ingrain what were once new or piloted practices. Similarly, service referral guidelines and community-based service contracts should be modified to reflect the changes in practice that resulted from earlier partnership activities.

The following activities are outlined under Stage Four of the Framework:

1. Policy Alignment;
2. Performance Measures; and
3. EBP Service Contracts.

The following topics were included in the FY2020-2021 Implementation Survey:

1. Policy Alignment;
2. Performance Measures; and
3. EBP Service Contracts.

### IMPLEMENTATION SURVEY RESULTS

- Eighteen (27%) departments are planning to implement **Stage Four activities** this fiscal year.

## POLICY ALIGNMENT

In the United States, there is a growing consensus among researchers and practitioners about “what works” in terms of effectively responding to juvenile delinquency. While this body of knowledge must always be tested and re-tested, revised and expanded, and even questioned and rejected, there is little doubt that it forms a much sounder basis for juvenile justice policy and practice than ideology, politics, and personal preferences.

In the same vein, research must be at the core of the formal and informal policies of the legal and institutional structures within which trained professionals seek to supervise and hold accountable juveniles who have offended. Without a research-based alignment of policy and practice, efforts to realize the public safety benefits promised through the application of evidence-based practices can quickly become an effort in futility.

Policy alignment must occur on several levels: within juvenile probation departments; within the immediate environment of the juvenile probation department; within the local juvenile justice system; and the at the local and statewide level.

### IMPLEMENTATION SURVEY RESULTS

- Sixty (90%) departments have a **mission statement**.
- Forty-seven (70%) departments reported their **mission statement incorporates the principles of EBP** as reflected in the JJSES.
- Forty-three (64%) departments indicated *the majority of* their **policies and practices** incorporate the principles of EBP as reflected in the JJSES. Twelve (18%) departments indicated their **policies and practices** incorporate the principles of EBP as reflected in the JJSES, but not for the majority of policies. Six (9%) departments report this to be *in progress*.
- Three (4%) departments have a written policy that requires the **inclusion of impacted youth** and families in shaping **policies and procedures**. Three (4%) departments report this to be *in progress*.
- One (1%) department has a written policy that seeks to **eliminate unconscious/implicit racial bias** in decision making or that increases staff understanding of strategies that promote racially equitable **outcomes** for justice involved youth. Six (9%) departments report this to be *in progress*.
- Thirty-eight (57%) departments **review and refine** their policies and procedures as needed, 19 (28%) annually, and 2 (3%) bi-annually.

## PERFORMANCE MEASURES

Juvenile justice system leaders interested in determining the impact of their policies and practices on outcomes need to put in place ways to measure the performance of their departments or juvenile justice systems. This is also crucial for identifying areas to improve. These measures help leaders determine whether their departments or systems are achieving their intended goals and outcomes. They quantify the effects of business processes, products, and services and allow for policy discussions and decisions to be “data-driven.” Performance measures for juvenile justice could consist of indicators for effectiveness, efficiency, satisfaction, or timeliness.

### IMPLEMENTATION SURVEY RESULTS

- Fifteen (22%) departments utilize the **Juvenile Probation EBP Job Description Template for Supervisors**. Fourteen (21%) departments utilize the Juvenile Probation EBP Job Description for Probation Officers.
  - Of the departments that are *not* using the **Juvenile Probation Evidence-Based Practices Job Description Templates**, 35 (52%) indicated their department’s job descriptions reflect principles of EBP.
- Thirteen (19%) departments use the EBP Juvenile Probation Performance Appraisal Form for Supervisors. Seventeen (25%) departments utilize the **EBP Juvenile Probation Performance Appraisal Form for Probation Officers**.
  - Of the departments that are *not* using the **EBP Juvenile Probation Performance Appraisal Form for Supervisors**, 43 (64%) indicated their department’s performance evaluations reflect principles of EBP.
  - Of the departments that are *not* using the **EBP Juvenile Probation Performance Appraisal Form for Probation Officers**, 38 (57%) indicated their department’s performance evaluations reflect principles of EBP.
- Nine (13%) departments utilize a **Self-Appraisal for Supervisors**. Twelve (18%) departments utilize the Self-Appraisal for Probation Officers.
- Thirty (45%) departments reported **staff proficiency in EBP** is taken into consideration *a majority of* the time when conducting performance evaluations/reviews.
- Forty-five (67%) departments indicated EBP knowledge *is* a consideration in **staff hiring decisions**.
- Forty-five (67%) departments indicated that EBP proficiency *is* a consideration in **staff promotion decisions**.
- Open positions when hiring are **most commonly** posted on county job boards and Indeed.

## EBP SERVICE CONTRACTS

Many of the services provided to youth under juvenile justice supervision are delivered by private sector agencies and contractors. These services range from drug treatment to mental health treatment, from education to employment services, and they are usually provided according to the protocols and modalities of the relevant discipline.

While such “modular” forms of service provision and treatment often work with children not involved in delinquency, interactions between criminogenic and other needs may hinder successful outcomes in terms of normal adolescent development for young people who have run afoul of the law. Unless criminogenic needs are addressed, the chances of changing delinquent behavior and reducing recidivism are greatly minimized.

To ensure that service providers for juveniles understand the special circumstances leading to juvenile offending, they must become versed in evidence-based practices and work collaboratively with juvenile probation departments to develop treatment methods and services. An important tool in achieving this goal is the EBP service contract which delineates the types of services required.

### IMPLEMENTATION SURVEY RESULTS

- Forty-two (63%) departments report to incorporate EBP language in their **service provider contracts**. Among the 42 departments the following language is incorporated:
  - o Ten (15%) departments train service providers in the **principles of EBP**.
  - o Seven (10%) departments establish multidimensional teams.
  - o Seven (10%) departments include a **research-based** process and treatment modality.
  - o Fifteen (22%) departments include evaluation and **outcome measures** related to how effectively the program is matched to the needs of the youth.
  - o Ten (15%) departments reported “other” EBP language is incorporated.
- Seventeen (25%) departments have **planning meetings with their service providers** (residential or non-residential) on an *annual basis*, 1 (1%) on a *bi-annual basis*, 2 (3%) on a *semi-annual basis*, 6 (9%) on a *quarterly basis*, 10 (15%) on a *monthly basis*, 7 (10%) *never*, and 24 (36%) “*other*.”

## BUILDING BLOCKS

The Framework's four stages are strategically sequenced, building on each other to maximize successful outcomes. Some activities, however, cut across all stages and are considered to be fundamental building blocks of the JJSES model.

The following activities are outlined under the JJSES Building Blocks:

1. Delinquency Prevention;
2. Diversion;
3. Family Involvement;
4. Data-Driven Decision Making;
5. Training and Technical Assistance; and
6. Continuous Quality Assurance.

The following topics were included in the FY2020-2021 Implementation Survey:

1. Delinquency Prevention;
2. Diversion;
3. Family Involvement;
4. Training / Technical Assistance; and
5. Continuous Quality Assurance.

## DELINQUENCY PREVENTION

In meeting its public safety responsibilities, Pennsylvania has been proactive and has turned away from a purely reactive approach to delinquency in favor of one that supports programs that promote positive youth development in order to prevent delinquency from occurring in the first place. In fact, delinquency prevention may be the most cost-effective component of JJSES.

It is important that chief juvenile probation officers and juvenile court judges play an active role in local community prevention planning, whether it is by serving on advisory boards or planning committees or by utilizing the influence of the Court to create and sustain initiatives. Juvenile court judges can provide leadership to ensure that all stakeholders collaborate to promote positive youth development and to provide needed delinquency prevention services. Whether dealing with drug and alcohol, mental health, educational, or other issues, it is critical that child-serving agencies work together as part of a broad-based prevention environment in order to intervene as early and as effectively as possible to prevent delinquency.

It is incumbent upon probation administrators to fully understand the nature of delinquency risk factors, such as those identified by the Youth Level of Service/Case Management Inventory (YLS/CMI), to ensure that each county has an adequate array of services for addressing them. Academic failure, truancy, and early classroom conduct problems are risk factors for delinquency. Dropping out of school puts youth at risk in the short term, but also has lifelong consequences. More dropouts are unemployed than high school graduates and, if they do find jobs, they earn far less money than high school graduates.

### IMPLEMENTATION SURVEY RESULTS

- Departments report to participate in the following **delinquency prevention coalitions**: Drug and Alcohol Prevention Provider (39%), Communities that Care (36%), Single County Authority (33%), and “Other” (52%).
- Eleven (16%) departments access **EPISCenter** prevention services.
- Departments report the most frequent utilizations of the **PAYS results** to be: Needs-based budget (n=25, 37%), program development (n=21, 31%), and stakeholder engagement (n=18, 27%).
- One (1%) department has a **delinquency prevention policy**. Four (6%) departments report this to be *in progress*.
- Thirteen (19%) departments have included **delinquency prevention activities** in their JJSES Implementation Plan this fiscal year.



## DIVERSION

As part of Pennsylvania’s work with the Models for Change initiative, the Mental Health/Juvenile Justice Joint Policy Statement established a goal of diverting children from formal court processing in order to avoid the negative long-term consequences of an adjudication of delinquency. In a related Models for Change initiative, the Pennsylvania Juvenile Indigent Defense Action Network (JIDAN) developed The Pennsylvania Juvenile Collateral Consequences Checklist to provide attorneys and other juvenile justice professionals with the most recent information regarding both the short-term and long-term consequences of adjudications of delinquency.

Pre-adjudication for all youth can occur at various decision-making points in the juvenile justice system. It can provide alternatives for youth who have not yet entered the juvenile justice system but who are at imminent risk of being charged with a delinquent act, and it can channel juveniles away from formal court processing. Pre-adjudication diversion can occur at the school, law enforcement, magisterial district judge, and juvenile court levels. Examples of pre-adjudication diversion programs include referrals for service at the law enforcement level, various types of community accountability boards such as youth aid panels and peer courts, summary offense alternative adjudication programs, informal adjustment and consent decree dispositions, and adjudications of dependency in lieu of delinquency adjudications.

### IMPLEMENTATION SURVEY RESULTS

- The following **pre-adjudication diversion** are available to youth: Consent Decree (n=64, 96%), Informal Adjustment (n=62, 93%), Youth Aid Panel (n=14, 21%), Peer Court (n=7, 10%), Community Court (n=3, 4%), and “Other” (n=19, 28%).
- Probation officers, judges, district attorneys and public defenders are the **stakeholder groups most** likely to be educated on diversion. Hearing officers, victims, and community members were the stakeholder groups **least** likely to be educated on diversion.
- Seventeen (25%) departments have a **written diversion policy**. Five (7%) departments report this to be *in progress*.
- Eleven (16%) departments have included **diversion activities** in their JJSES Implementation Plan this fiscal year.

## FAMILY INVOLVEMENT

Behavioral change efforts must include a juvenile's family and other key adults engaged in the juvenile's support system, such as clergy or coaches, because they will assist in supporting and supervising the juvenile during probation (including helping the juvenile move through needed restorative actions, such as repairing harm to the victim, learning accountability, and developing competencies) and after completion of court involvement.

Families will have varying levels of awareness and understanding of adolescent brain development and of parenting approaches that foster healthy, safe behaviors. Juvenile justice professionals have the opportunity to facilitate families' access to information and supports that help them understand these critical and complex concepts and to ensure that they are engaging with families in a culturally sensitive manner. By including the family at this level, juvenile justice professionals reinforce that families are ultimately responsible for their children.

### IMPLEMENTATION SURVEY RESULTS

- Family Group Conferencing (FGC)/Family Group Decision Making (FGDM), **Family-Focused Treatment Programs** (e.g., Multi-Systemic Therapy and Functional Family Therapy), and Family Involvement Training were the most common **initiatives** departments have in place to **promote family involvement**.
- Seven (10%) departments utilize the **Parenting Skills Workbooks** the *majority of the time*. Twenty-four (36%) departments utilize the **Parenting Skills Workbooks**, but *not the majority of the time*.
- Setting Boundaries and Dealing with Frustrations are the Parenting Skills Workbooks **most** likely to be utilized.
- Forty-eight (72%) departments provide "**A Family Guide to Pennsylvania's Juvenile Justice System**" to families the *majority of the time*. Fourteen (21%) departments provide "**A Family Guide to Pennsylvania's Juvenile Justice System**" to families, but *not the majority of the time*.
- Eleven (16%) departments utilize a **satisfaction survey** for juveniles and parents *the majority of the time*. Five (7%) departments utilize a **satisfaction survey** for juveniles and parents, but *not the majority of the time*.
- Thirteen (19%) departments utilize a satisfaction survey for **victims** *the majority of the time*. One (1%) department utilizes a satisfaction survey for **victims**, but *not the majority of the time*.
- There are 149 staff that have completed the **Victim Community Awareness (VCAC)** facilitator training in Pennsylvania.
- Thirty-six (54%) departments require youth to write an **apology letter** to their victim(s) the *majority of the time*. Twenty-five (37%) departments require youth to write an **apology letter** to their victim(s), but *not the majority of the time*.
- Nineteen (28%) departments have received **formal training** on how to interact with youth and families from different ethnic, racial, and cultural backgrounds in the past year.
- Ten (15%) departments **offer training** on how to interact with youth and families from different ethnic, racial, and cultural backgrounds **annually**, five (7%) bi-annually, and one (1%) semi-

annually. Twenty-seven (40%) departments indicated this training is never offered. Twenty-four (36%) departments report the **frequency** this training is offered as “Other.”

- The *most common formats offered* for training on how to interact with youth and families from different ethnic, racial, and cultural backgrounds are **face-to-face** (n=22, 33%) and online (n=15, 22%).
- Probation officers, children and youth staff, and service providers are the **stakeholder groups most** likely to receive training on how to interact with youth and families from different ethnic, racial, and cultural backgrounds. Magisterial district judge(s), community members, and victim(s) were the stakeholder groups **least** likely to receive this training.
- Sixteen (24%) departments are planning to **implement activities** specifically aimed at educating probation staff in strategies that **mitigate bias** in decision making this fiscal year.
- Seven (10%) departments have **written policies** that support effective family involvement. Five (7%) departments report this to *be in progress*.
- Fourteen (21%) departments have included **family-involvement activities** in their JJSES Implementation Plan this fiscal year.

## TRAINING / TECHNICAL ASSISTANCE

Training is a key element of the successful implementation of evidence-based practices in juvenile justice. Without it, departments and service providers will not have the knowledge, skills, and perspectives required to guide juveniles through the social and behavioral processes of behavioral change and recidivism reduction.

EBP training must adhere to a variety of principles in order to be effective within a juvenile justice organization: it must be strategic in nature; extensive in scope, intensive in scope; and take place in a variety of learning environments.

JJSES makes available to local jurisdictions a number of products and services to advance its goal of improving Pennsylvania's juvenile justice system, especially as it relates to public safety. These products and services address a wide spectrum of issues, from organizational capacity to organizational development, from skill enhancements to performance measures. They address the three key areas that enable change to occur on the direct-service level: staff knowledge, skills, and attitudes; organizational infrastructure needs (e.g., policies and performance measures); and tools (e.g., assessment tools and checklists).

### IMPLEMENTATION SURVEY RESULTS

The following represents the percent of counties indicating a need for the identified type of training. Multiple results were selected per county.

#### **Stage One: Readiness** (Multiple results were selected per county)

- 73% of counties indicated a need for EBP Booster training
- 43% -- EBP Introduction
- 18% -- Organizational Readiness
- 16% -- Cost-Benefit Analyst
- 13% -- "Other"

#### **Stage Two: Initiation** (Multiple results were selected per county)

- 67% of counties indicated a need for Case Plan training
- 57% -- Trauma
- 54% -- Mental Health/Behavioral Health
- 51% -- MI
- 31% -- YLS
- 31% -- PaDRAI
- 4% -- "Other"

#### **Stage Three: Behavioral Change** (Multiple results were selected per county)

- 61% of counties indicated a need for Graduated Responses training
- 46% -- Cognitive Behavioral Interventions
- 38% -- Four Core Competencies
- 34% -- EPICS

- 33% -- SPEP
- 31% -- EBP Briefcase
- 30% -- Brief Intervention Tools (BITS)
- 28% -- Carey Guides
- 4% -- "Other"

**Stage Four: Refinement** (Multiple results were selected per county)

- 51% of counties indicated a need for EBP Service Contracts training
- 51% -- Performance Measures
- 51% -- Policy Alignment
- 39% -- Dashboards
- 12% -- "Other"

## CONTINUOUS QUALITY IMPROVEMENT (CQI)

The term “continuous quality improvement,” or “CQI,” is used to describe a process that, when effectively implemented, can better ensure that a set of desired practices are delivered in the manner they were intended, continuously and over time. Research demonstrates that when departments introduce sound CQI processes, they realize more effective outcomes.

The purposes of a CQI process are to: identify department and staff strengths (e.g., processes that are working effectively, advanced knowledge and skill level of staff ); identify areas in need of improvement; and provide staff with specific and direct feedback in order to support incremental improvements in their skills; and identify enhancements to existing processes and structures (e.g., additional training, increased oversight by supervisors) that will support the greater achievement of the department’s goals.

### IMPLEMENTATION SURVEY RESULTS

- Twenty-four (36%) departments have a dedicated **staff person** or unit responsible for CQI.
- Thirty-eight (57%) departments have received the **Continuous Quality Improvement Sustainability Guide**.
  - Motivational Interviewing, Case Planning, and YLS were reported as the **most beneficial** chapters in the Continuous Quality Improvement Sustainability Guide.
- Twenty-six (39%) departments **collect data** and/or performance measures to determine how well **JJSES activities** are being implemented and used by staff. Six (9%) departments report this to be *in progress*.
- Sixteen (24%) departments have included **CQI activities** in their JJSES Implementation Plan this fiscal year.

# JUVENILE JUSTICE SYSTEM ENHANCEMENT STRATEGY (JJSES)

..... AN INFORGRAPHIC REPORT OF THE .....

# IMPLEMENTATION SURVEY

..... 2020 .....



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# JJSES IMPLEMENTATION SURVEY 2020

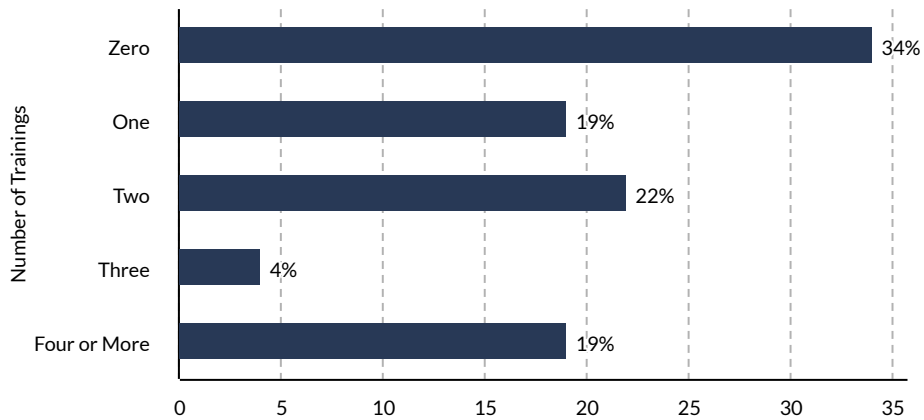
## STAGE ONE: READINESS

### EVIDENCE-BASED PRACTICES (EBP)

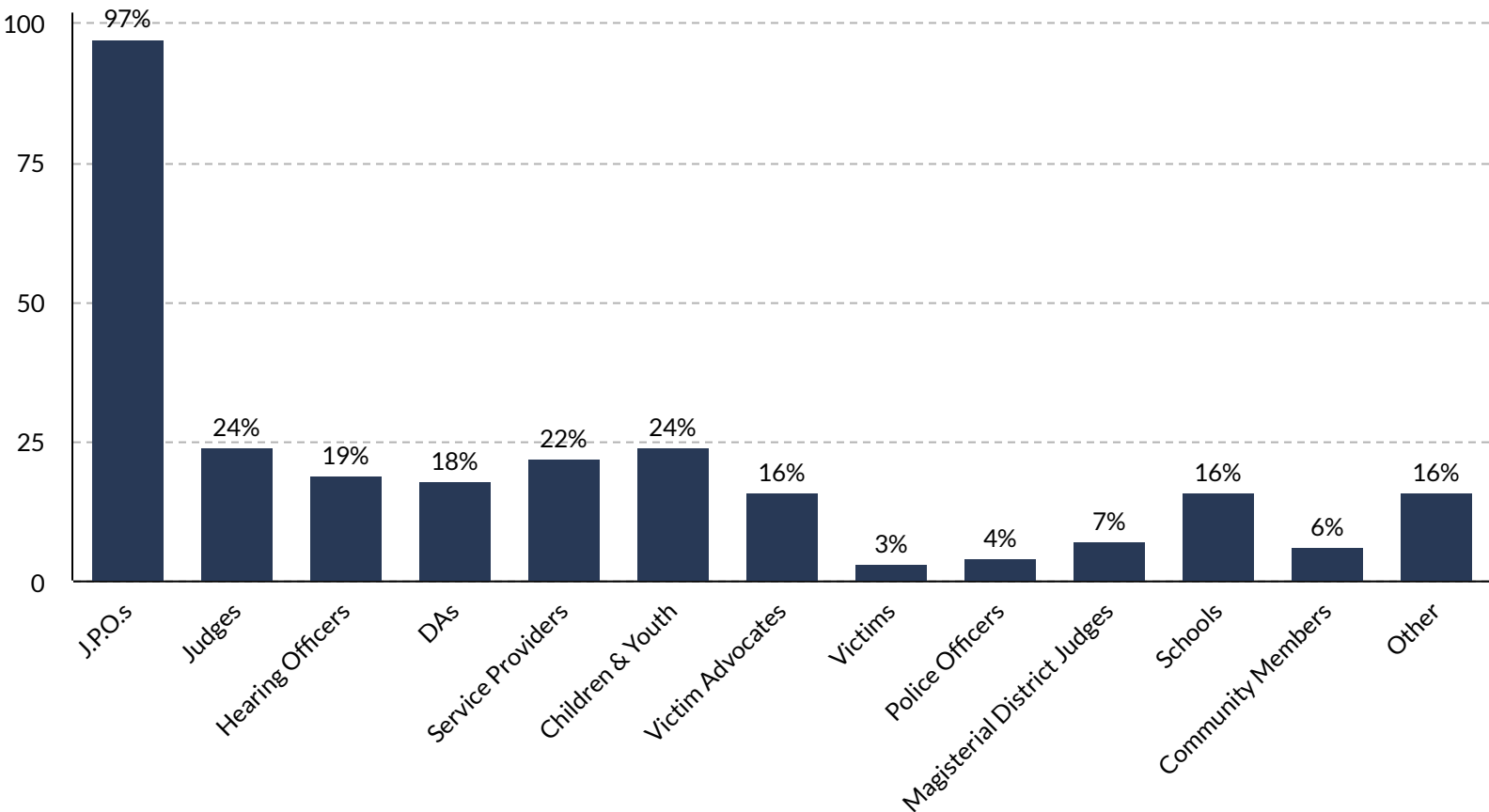
**42%**  
of departments provided an **Introduction to EBP Training** at least once in the last year.

**16%**  
developed a **policy** to ensure newly assigned J.P.O.s are offered **Intro to EBP Training**.

Number of EBP Booster Trainings Provided



Stakeholder Groups that Attended an EBP Training in 2020



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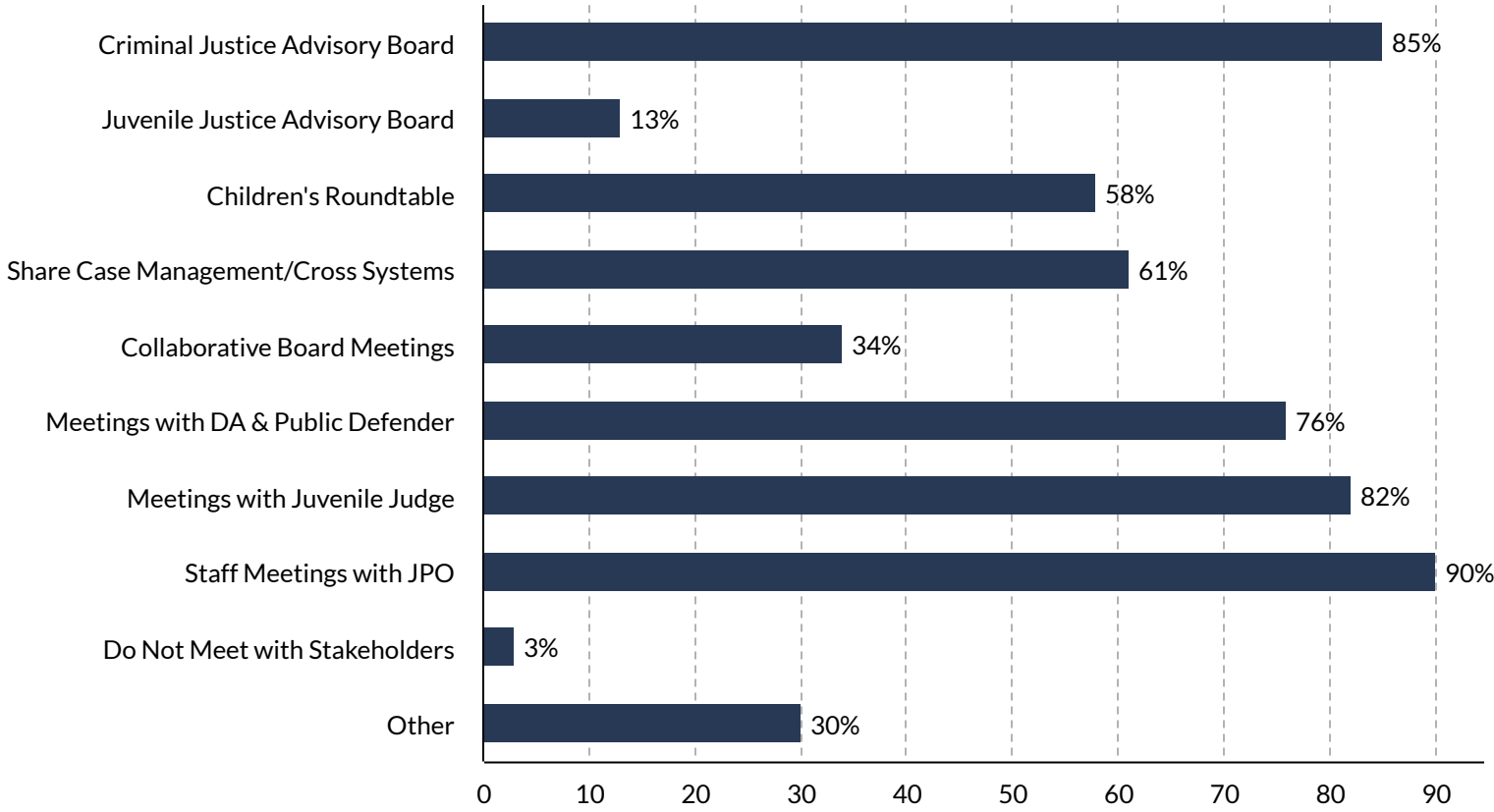


# JJSES IMPLEMENTATION SURVEY 2020

## STAGE ONE: READINESS

### STAKEHOLDER ENGAGEMENT

Meeting Forums with Stakeholders to Provide JJSES Updates



**JPOs  
Judges  
Service Providers**  
are the stakeholders most actively engaged in JJSES activities.

**Police Officers  
Community Members  
Victims**  
are the stakeholders most challenging to engage in JJSES activities.

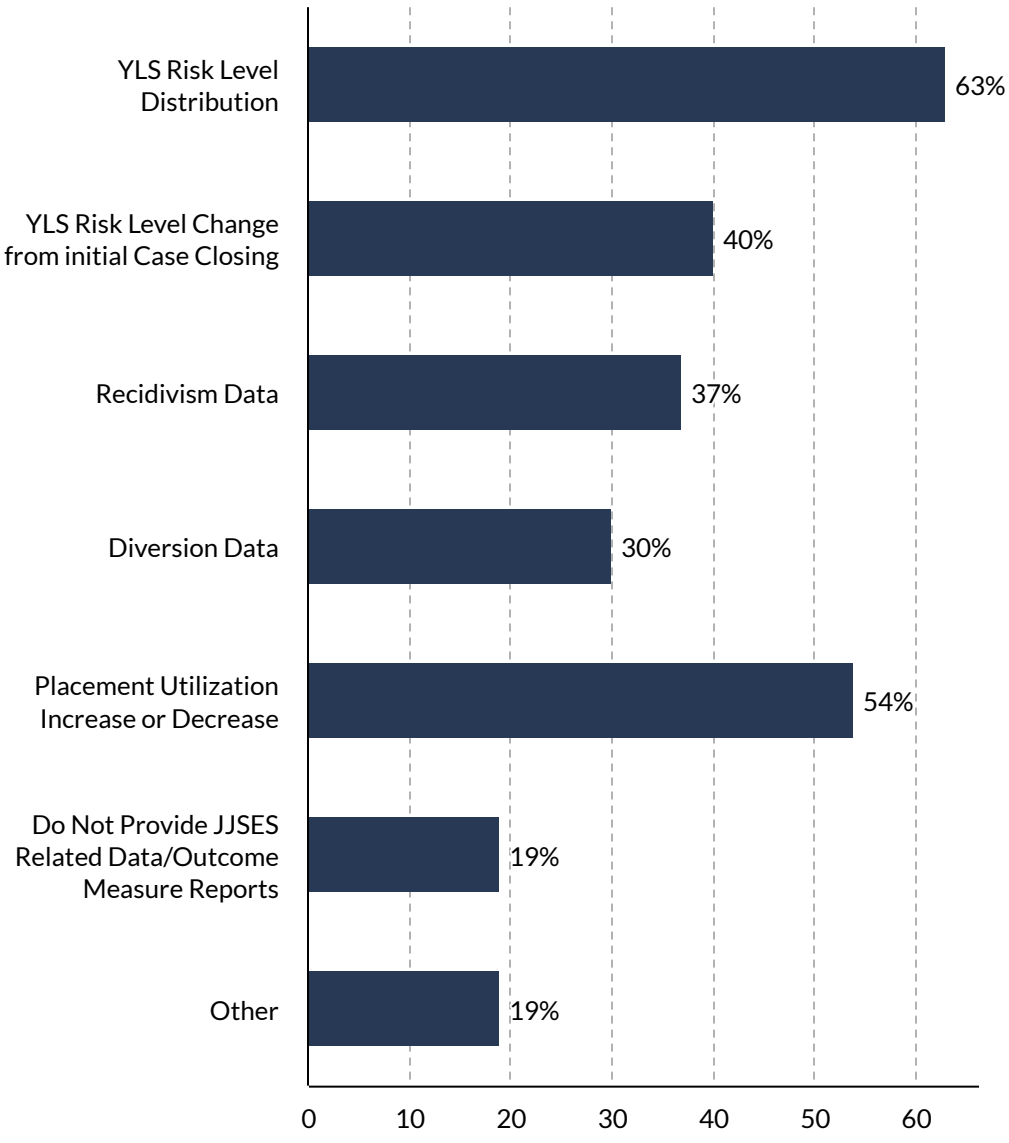


# JJSES IMPLEMENTATION SURVEY 2020

## STAGE ONE: READINESS

### STAKEHOLDER ENGAGEMENT

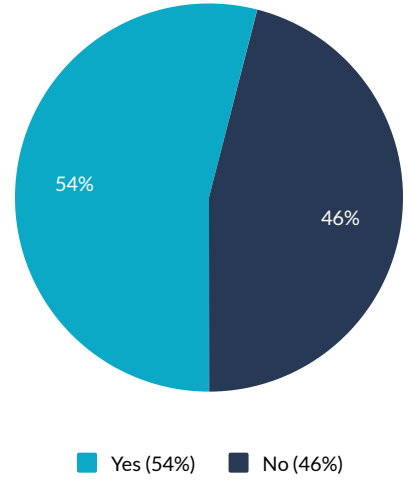
#### JJSES Related Reports Provided to Stakeholders



**63%** meet with majority of stakeholders on a regular basis to provide JJSES updates.

**12%** have a stakeholder engagement policy.

Have Included Stage One Activities in their JJSES Plan for FY 2020-2021



# JJSES IMPLEMENTATION SURVEY 2020

## STAGE TWO: INITIATION

### MOTIVATIONAL INTERVIEWING (MI)

**93%**  
have implemented MI.

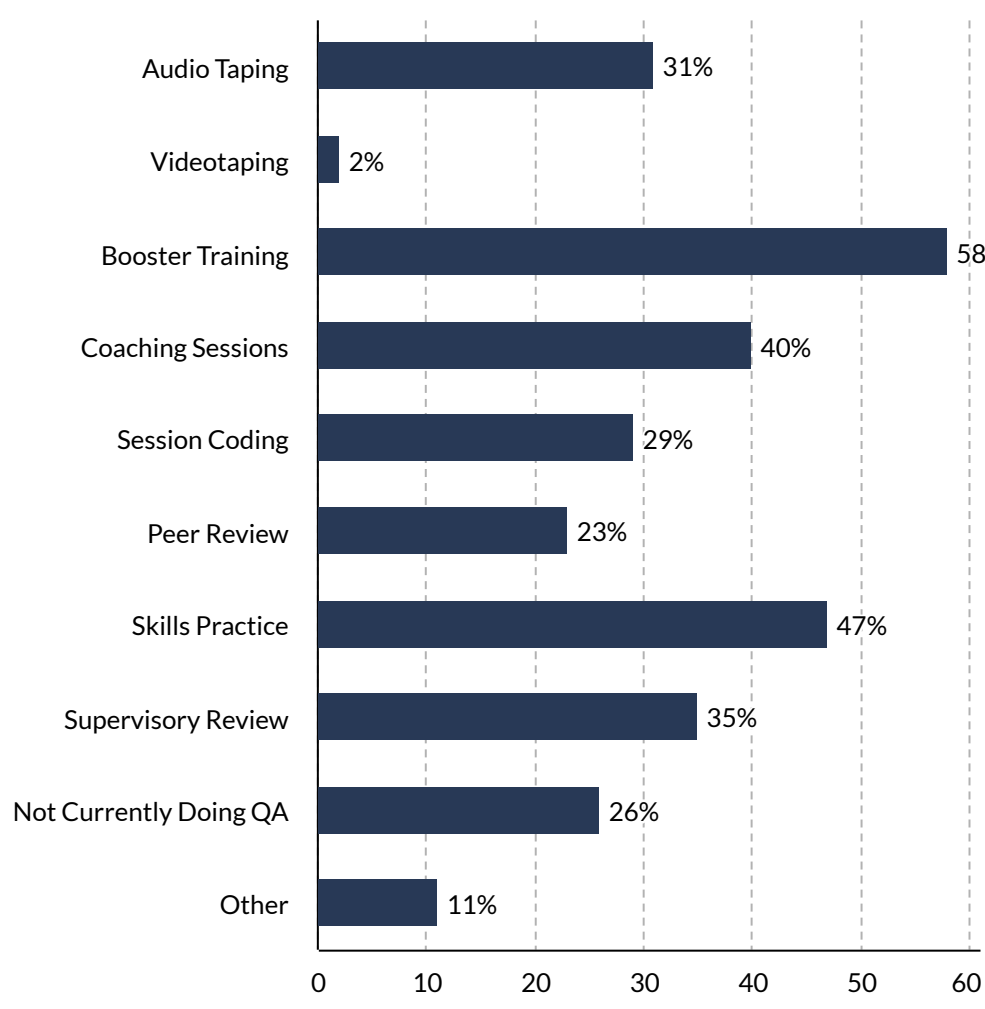
**76%**  
initiated formal implementation described in the MI: Implementation and Practice Manual.

**155**  
MI Coaches.

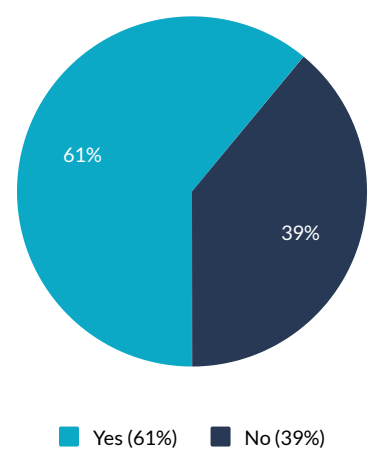
**50%**  
of departments report their MI Coaches are responsible for training and QA practices.

**44%**  
have a MI policy.

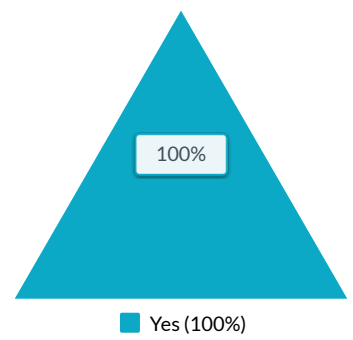
#### MI Methods of QA Currently in Practice



#### Have Included MI Activities in their JJSES Plan for FY 2020-2021



#### Planning to Implement MI During FY 2020-2021



# JJSES IMPLEMENTATION SURVEY 2020

## STAGE TWO: INITIATION

### PENNSYLVANIA DETENTION RISK ASSESSMENT INSTRUMENT (PaDRAI)

**51%**  
have implemented the PaDRAI.

**48**  
PaDRAI Coordinators.

**28%**  
PaDRAI discretionary override rate for 2019.

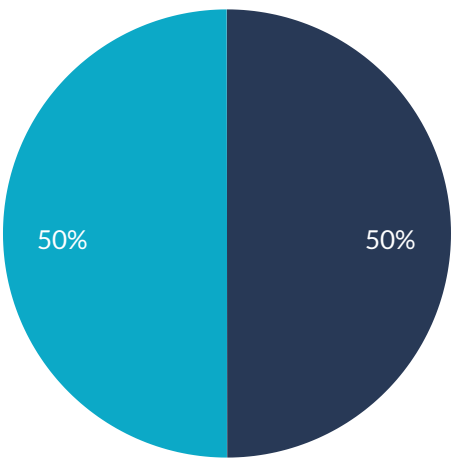
**91%**  
enter the results of the PaDRAI into JCMS.

**91%**  
use the PaDRAI to inform detention decisions.

**88%**  
have a PaDRAI policy.

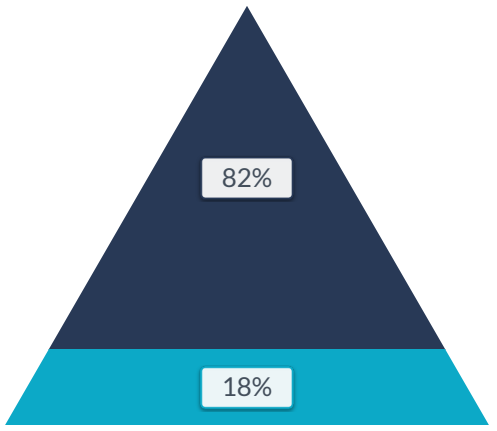
**91%**  
of coordinators attended formal training for the implementation and oversight of the PaDRAI.

Have Included PaDRAI Activities in their JJSES Plan for FY 2020-2021



■ Yes (50%) ■ No (50%)

Planning to Implement the PaDRAI During FY 2020-2021



■ Yes (18%) ■ No (82%)

**32%**  
of departments reported a total of 37 juveniles that failed to appear or reoffended while released or on an ATD prior to their first hearing following the administration of a PaDRAI in 2019.



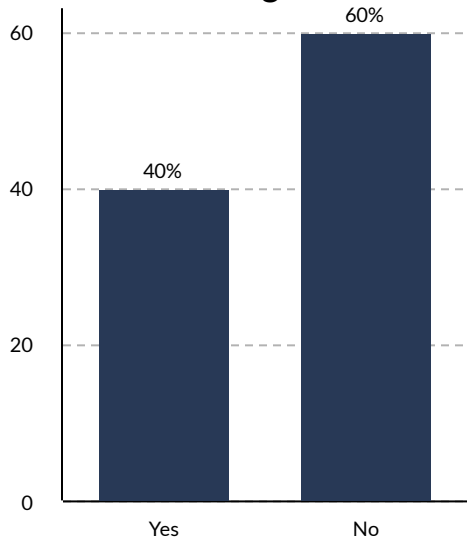
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# JJSES IMPLEMENTATION SURVEY 2020

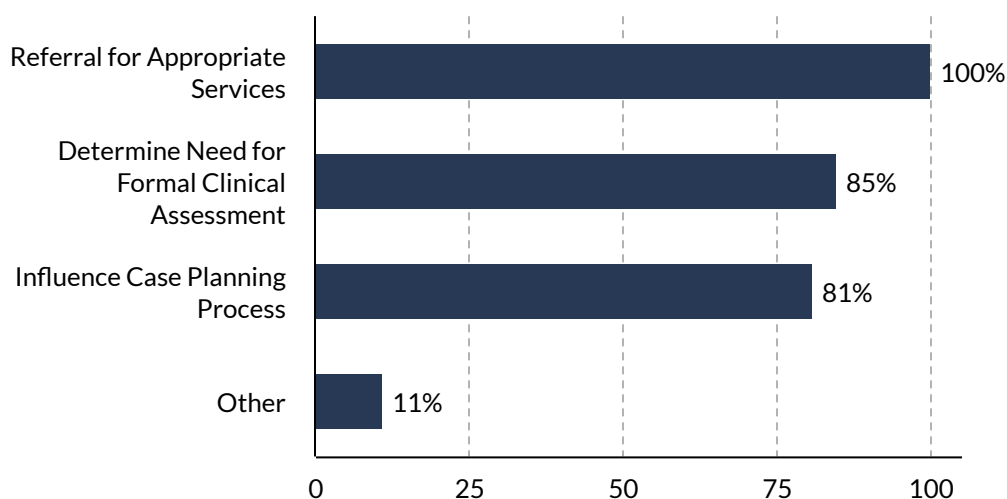
## STAGE TWO: INITIATION

### MENTAL HEALTH/BEHAVIORAL HEALTH

Implemented a Mental Health/Behavioral Health Screening Tool



How the Results of the Mental Health/Behavioral Health Screening Tool are Utilized

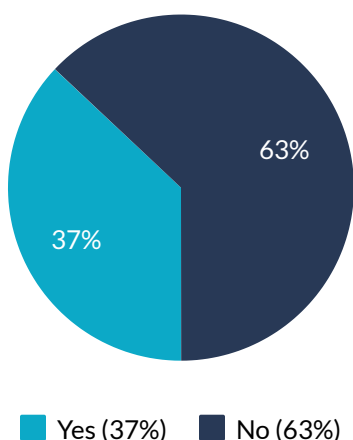


**96%** of departments that utilize a mental health/behavioral health screening tool are **utilizing the MAYSI-2**.

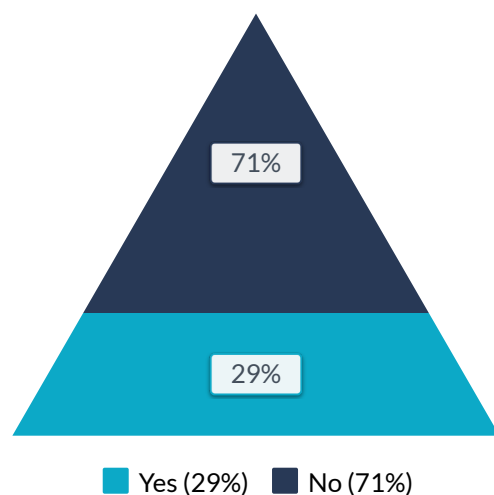
**93%** have **received formal training** on the mental health/behavioral health screening tools.

**56%** have a mental health/behavioral health **policy**.

Have Included Mental Health/Behavioral Health Screening Activities in their JJSES Plan for FY 2020-2021



Planning to Implement Mental Health/Behavioral Health Screening During FY 2020-2021



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# JJSES IMPLEMENTATION SURVEY 2020

## STAGE TWO: INITIATION

### TRAUMA SCREENING

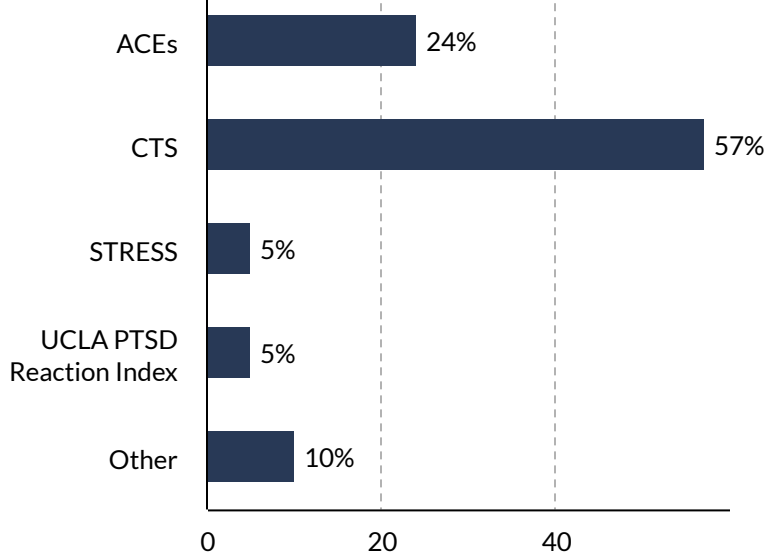
**31%**  
have implemented a trauma screening tool.

**86%**  
have received formal training on trauma screening tools.

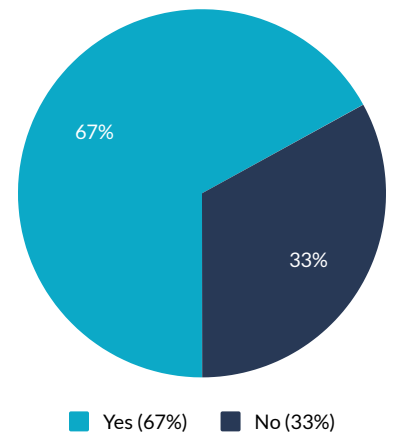
**90%**  
have received specific training focused on trauma.

**52%**  
have a written policy specific to trauma screening tools.

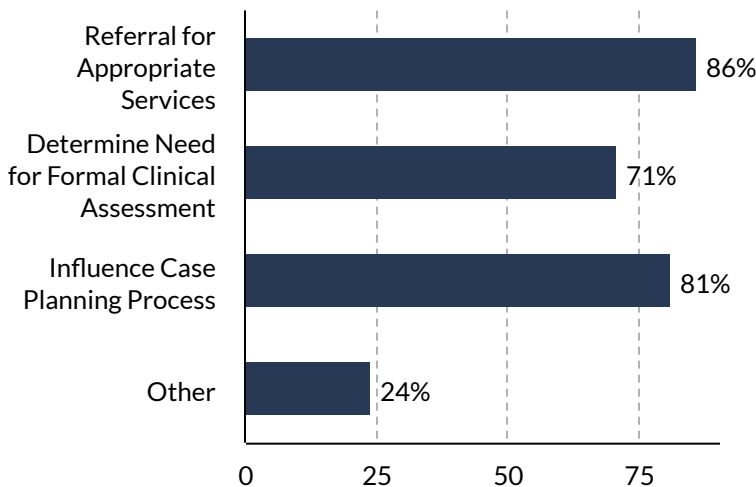
Trauma Screening Tools Being Utilized



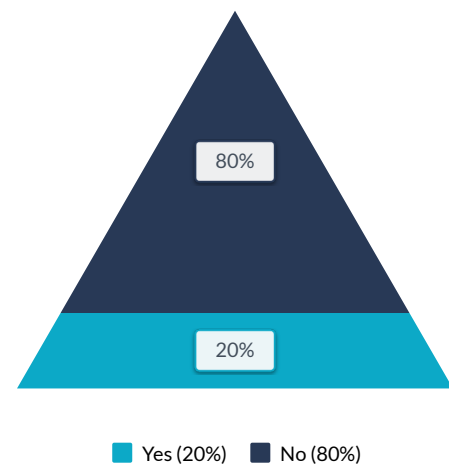
Have Included Trauma Screening Activities in their JJSES Plan for FY 2020-2021



Utilize the Results of the Trauma Screening Tools



Planning to Implement Trauma Screening During FY 2020-2021



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# JJSES IMPLEMENTATION SURVEY 2020

## STAGE TWO: INITIATION

### YOUTH LEVEL OF SERVICE (YLS)

**99%**  
have implemented the YLS.

**23,081**  
YLS assessments were completed in 2019.

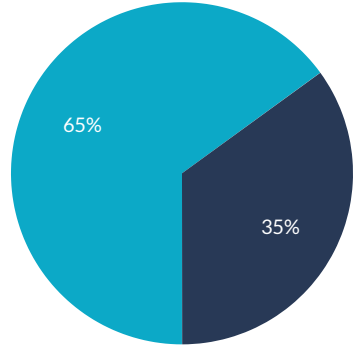
**71%**  
have a service matrix to address criminogenic needs of youth under supervision.

Have Included YLS Activities in their JJSES Plan for FY 2020-2021

**97%**  
have receive YLS booster training from a YLS Master Trainer.

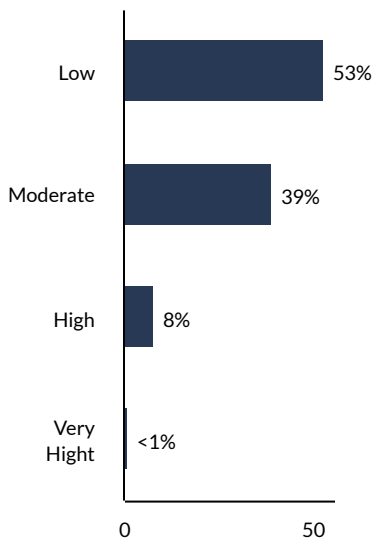
**9,718**  
Initial YLS assessments were completed in 2019.

**7,707**  
Closing YLS assessments were completed in 2019.

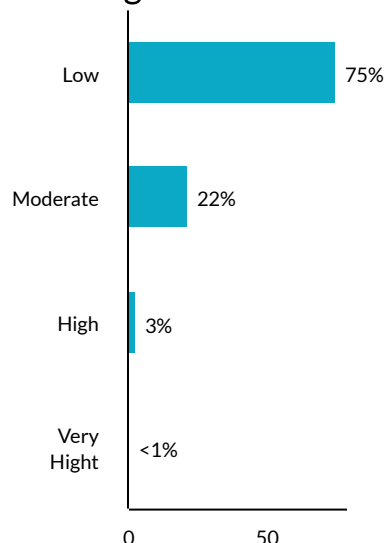


**89%**  
completed the two YLS booster cases provided by the Assessment Committee.

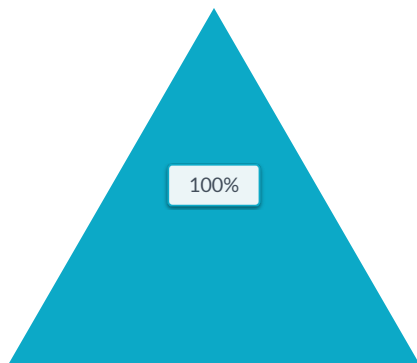
YLS Risk Level Distribution for Initial Assessment



YLS Risk Level Distribution for Closing Assessment



Planning to Implement the YLS During FY 2020-2021



**95%**  
have a YLS policy.

**Education/Employment  
Personality/Behavior  
Substance Abuse**

top scoring domains.  
\*Excludes Leisure & Recreation

**1%**  
was the YLS override rate in 2019.

# JJSES IMPLEMENTATION SURVEY 2020

## STAGE TWO: INITIATION

### CASE PLANNING

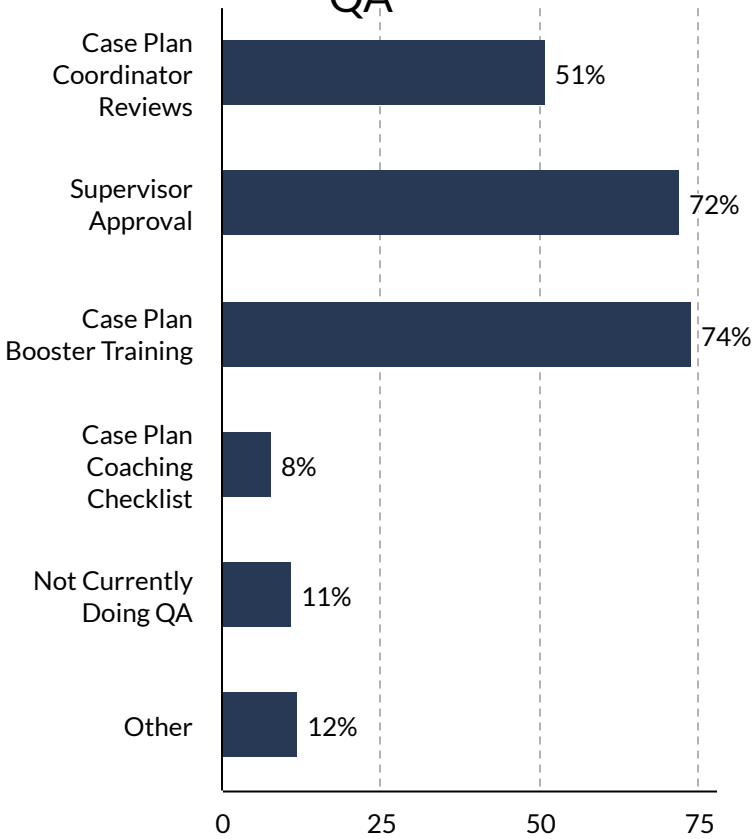
**97%**  
have  
implemented  
case planning.

**126**  
Case Plan  
Coordinators.

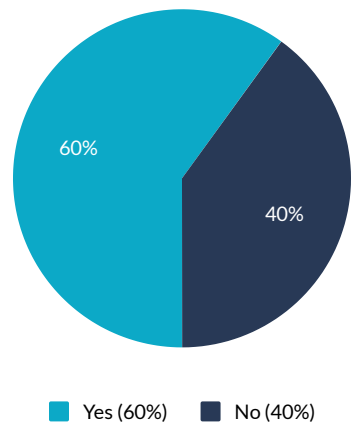
**71%**  
have a case plan  
policy.

**86%**  
develop case plans  
that incorporate  
the results of the  
YLS and activities  
for juveniles and  
their families in  
the majority of  
cases.

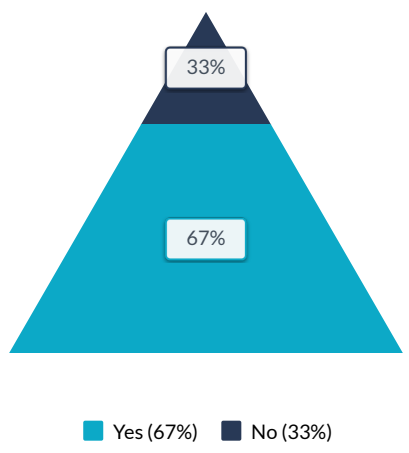
Case Planning Specific Methods of QA



Have Included Case Planning Activities in their JJSES Plan for FY 2020-2021



Planning to Implement Case Planning During FY 2020-2021



## Youth Engagement Family Engagement Top Criminogenic Needs

were the top three best practice principles most likely to be in case plans.



# JJSES IMPLEMENTATION SURVEY 2020

## STAGE THREE: BEHAVIORAL CHANGE

### SKILL BUILDING AND TOOLS

**85%**  
 have implemented 4CC, Carey Guides, BITS, or the Supervisor's EBP BriefCase.

**30**  
 staff completed Train The Trainer for 4CC for Supervisors.

**54%**  
 have the majority of supervisors trained in 4CC.

**51%**  
 utilize the EBP BriefCASE modules with their probation officers.

**39%**  
 are collecting data around the use of BITS.

**86%**  
 have trained the majority of staff in BITS.

**46**  
 staff completed Train The Trainer for Carey Guides and BITS.

**68%**  
 have the majority of line staff trained in 4CC.

**25%**  
 offer all 18 modules of the Supervisor's EBP BriefCASE to staff.

**37%**  
 utilized the BITS to assist youth in skill building targeted to identified criminogenic needs in the majority of cases.

**65%**  
 have trained the majority of staff in Carey Guides.

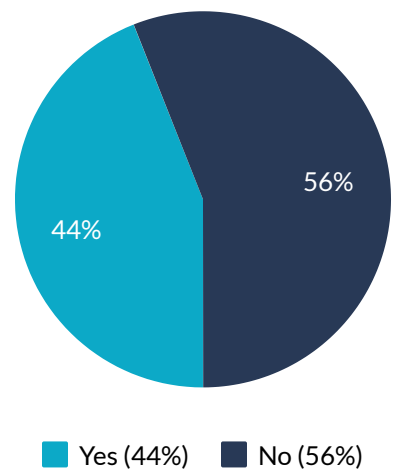
**27**  
 staff completed Train The Trainer for 4CC for line staff.

**49%**  
 have trained the majority of staff in the Supervisor's EBP BriefCASE.

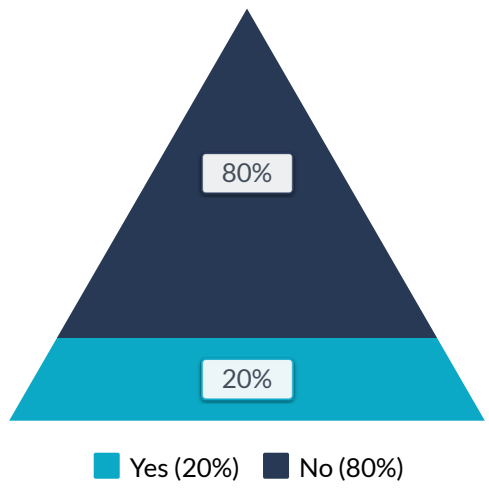
**32%**  
 are collecting data around the use of Carey Guides.

**26%**  
 utilized the Carey Guides to assist youth in skill building targeted to identified criminogenic needs in the majority of cases.

Have Included Skill Building and Tools Activities in their JJSES Plan for FY 2020-2021



Planning to Implement Skill Building and Tools During FY 2020-2021



# JJSES IMPLEMENTATION SURVEY 2020

## STAGE THREE: BEHAVIORAL CHANGE

### COGNITIVE BEHAVIORAL INTERVENTIONS (CBI)

**126**

juvenile probation staff trained in the delivery of CBI.

**10%**

have a CBI policy.

**34%**

of departments report staff have delivered CBI in the past year.

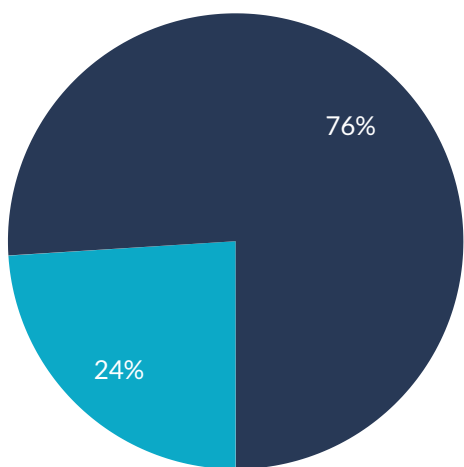
**NCTI/Crossroads®**

**ART®**

**Forward Thinking (The Change Companies®)**

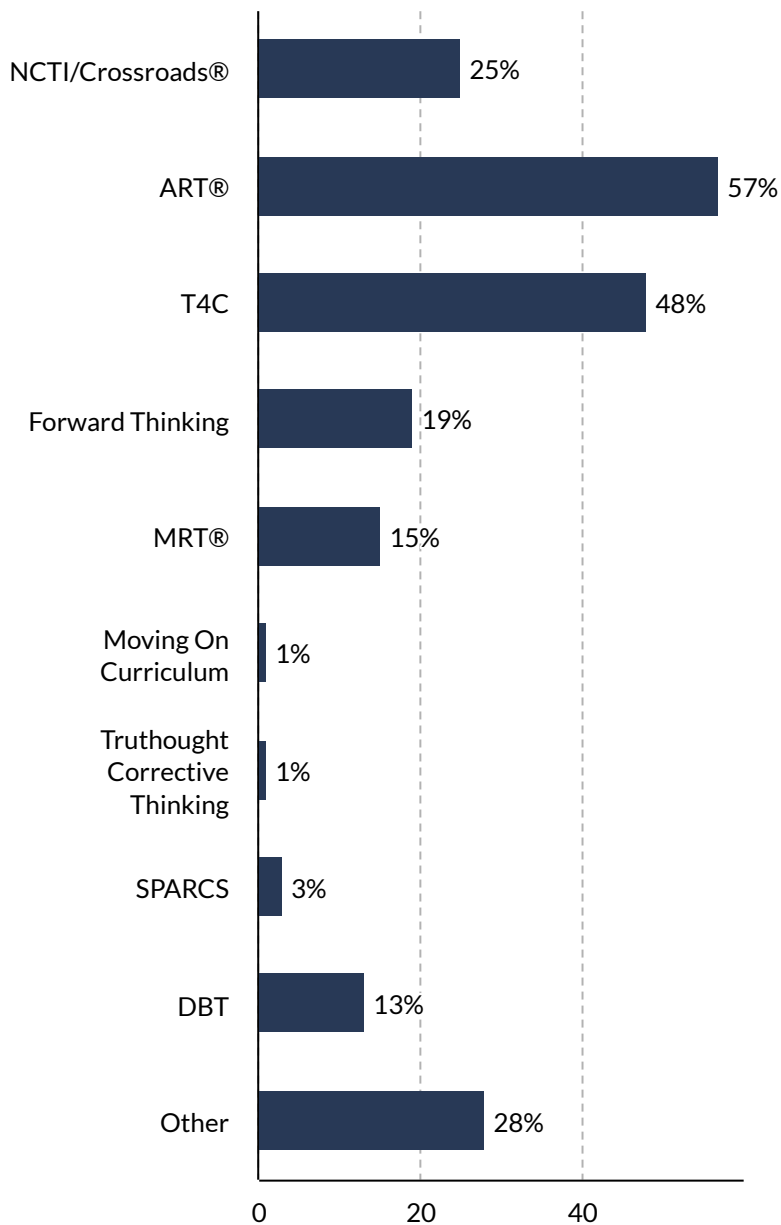
are the CBI curricula most likely to be facilitated by staff.

Have Included CBI Activities in their JJSES Plan for FY 2020-2021



■ Yes (24%) ■ No (76%)

#### CBI Available to Youth



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# JJSES IMPLEMENTATION SURVEY 2020

## STAGE THREE: BEHAVIORAL CHANGE

### EFFECTIVE PRACTICES IN COMMUNITY SUPERVISION (EPICS)

**30%**  
have implemented EPICS.

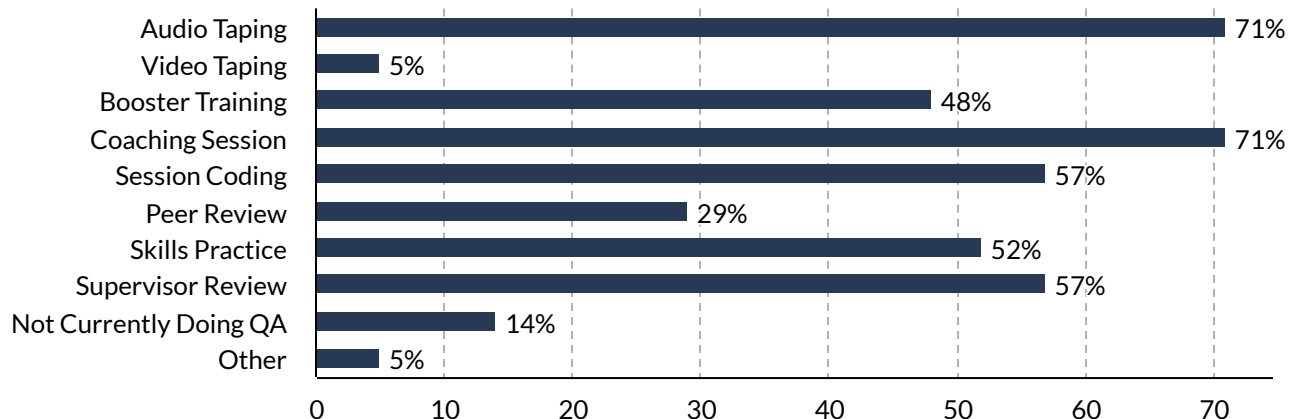
**60%**  
of departments report their EPICS coaches are responsible for QA practices.

**38%**  
have an EPICS policy.

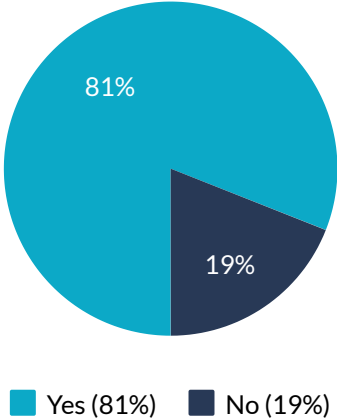
**300**  
staff have successfully completed EPICS training.

**99**  
internal EPICS Coaches statewide.

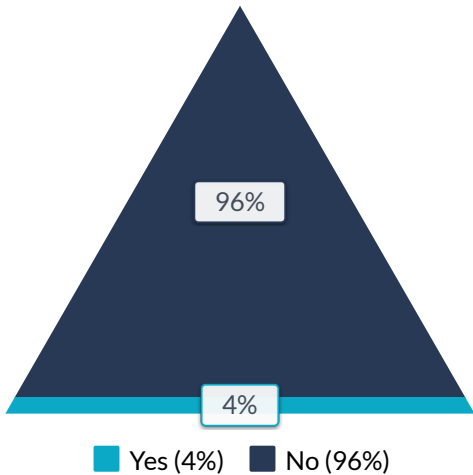
EPICS-Specific Methods of QA



Have Included EPICS Activities in their JJSES Plan for FY 2020-2021



Planning to Implement EPICS During FY 2020-2021



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# JJSES IMPLEMENTATION SURVEY 2020

## STAGE THREE: BEHAVIORAL CHANGE

### STANDARDIZED PROGRAM EVALUATION PROTOCOL (SPEP™)

**300** SPEP™ services were scored in 2019.

**37%** of SPEP™ services scored in 2019 were community-based programs.

**63%** of SPEP™ services in 2019 were residential programs.

**56** service provider agencies engaged in the SPEP™ Process in 2019.

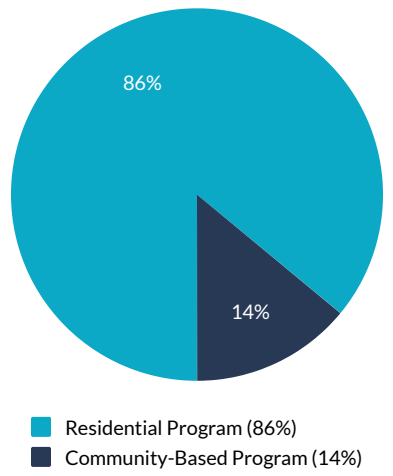
**41** staff are SPEP™ certified as Level 1, 2, or 3 trainers.

**249** staff have completed the SPEP™ Informed training.

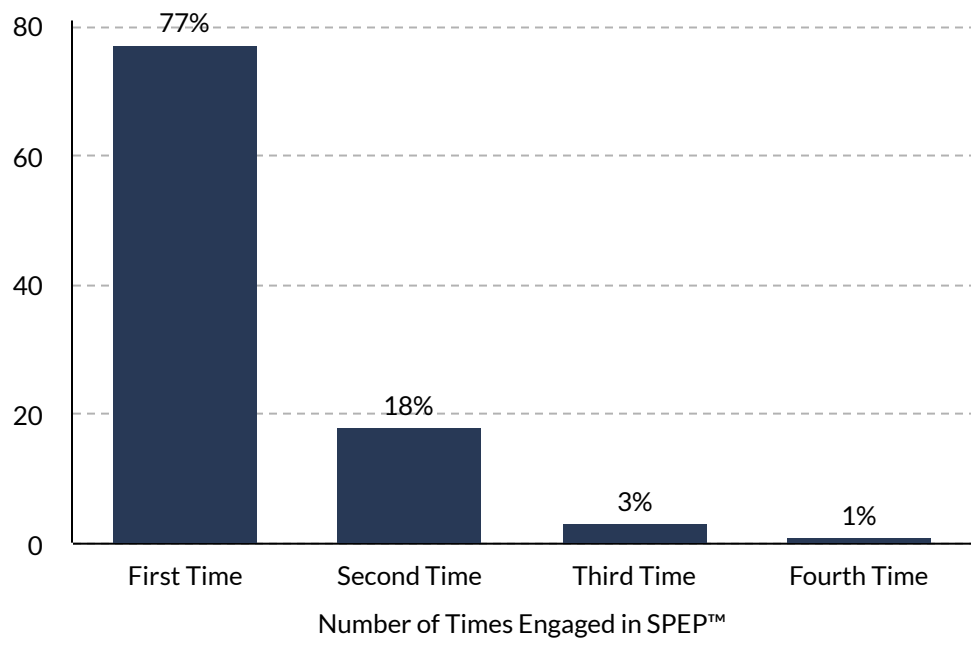
**9%** reference the SPEP™ scores on the PCCD website the majority of the time when aligning services.

**22** services were identified as PACTT affiliated in 2019.

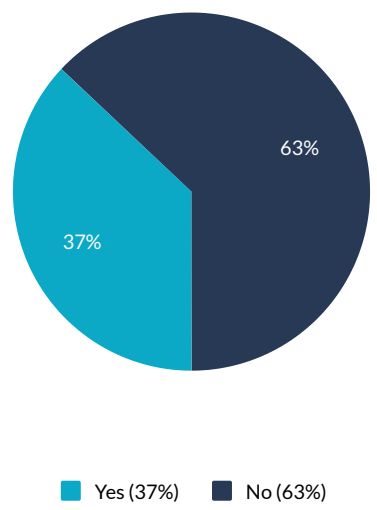
2019 PACTT Affiliated Services



SPEP™ Services Scored in 2019



Have Included SPEP™ Activities in their JJSES Plan for FY 2020-2021



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# JJSES IMPLEMENTATION SURVEY 2020

## STAGE THREE: BEHAVIORAL CHANGE

### GRADUATED RESPONSES

**70%** have implemented Graduated Responses.

**43** Graduated Response Coordinators.

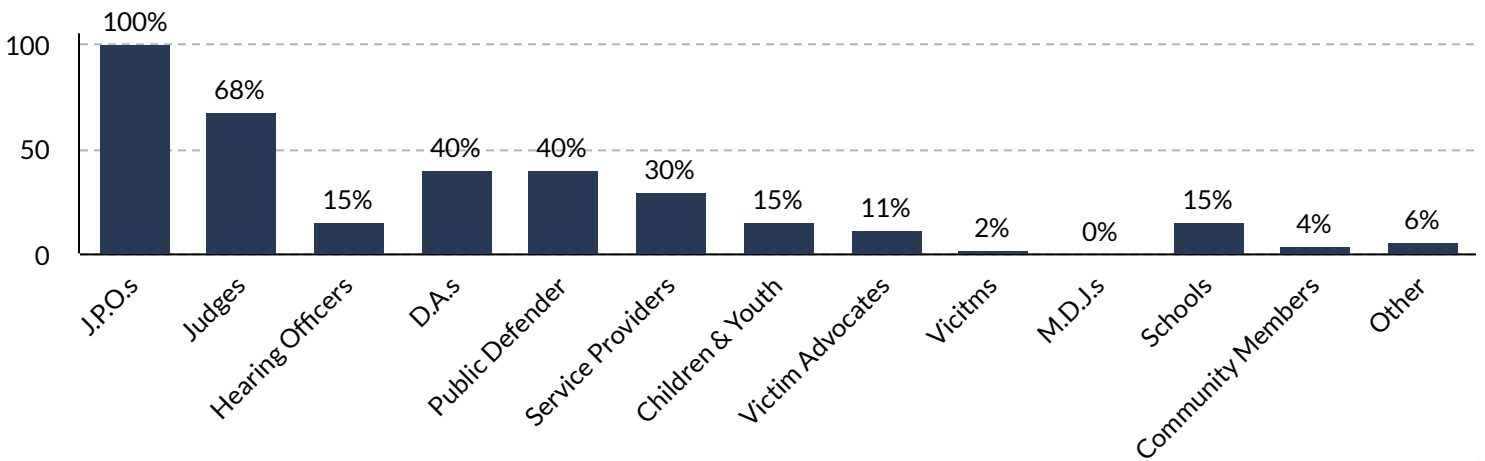
**64%** have participated in formal Graduated Response training.

**57%** have a Graduated Response policy.

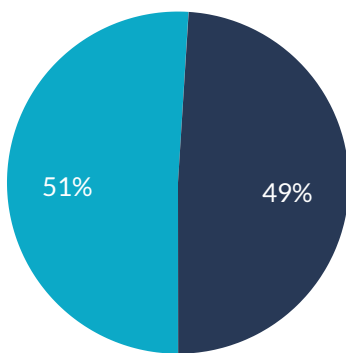
**66%** have a Graduated Response matrix.

**21%** utilize the Graduated Responses module in PaJCMS.

Stakeholder Groups Engaged with Graduated Responses

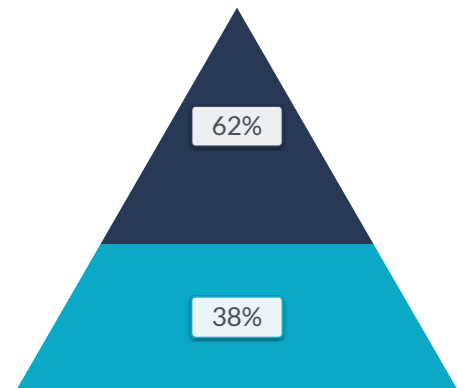


Have Included Graduated Response Activities in their JJSES Plan for FY 2020-2021



Yes (51%) No (49%)

Planning to Implement Graduated Responses During FY 2020-2021



Yes (38%) No (62%)



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# JJSES IMPLEMENTATION SURVEY 2020

## STAGE FOUR: REFINEMENT

### POLICY ALIGNMENT

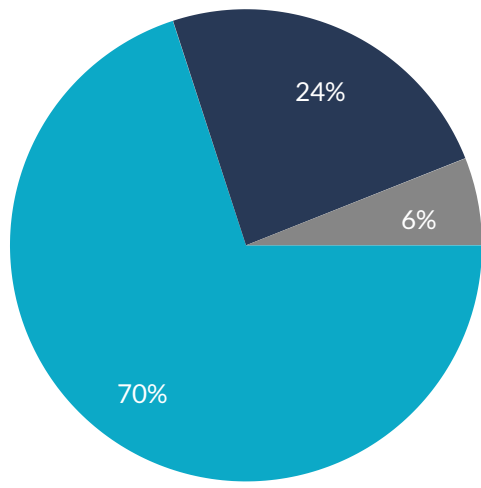
**90%**  
have a mission statement.

**64%**  
policies and procedures incorporate the principles of EBP as reflected in JJSES.

**4%**  
have a policy that requires the inclusion of impacted youth and families in shaping policies and procedures.

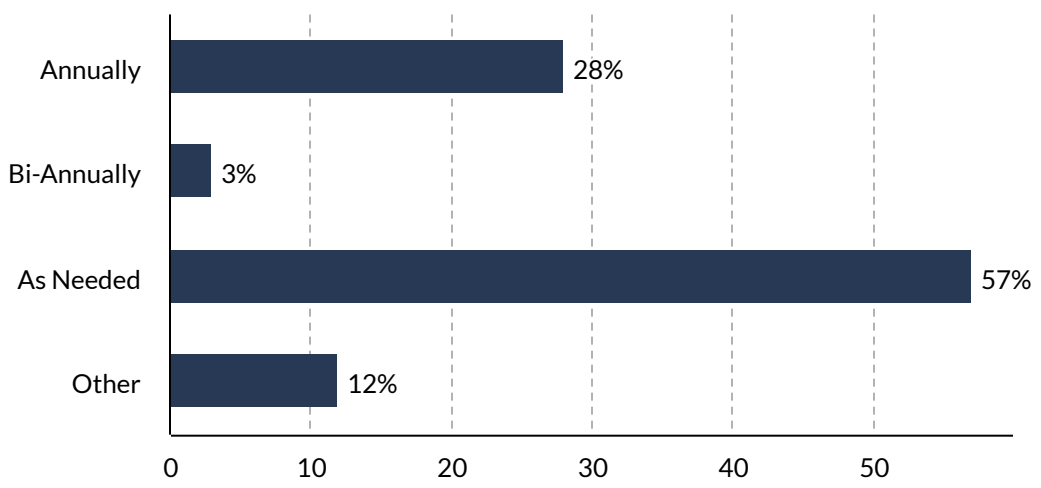
**1%**  
have a policy that seeks to eliminate unconscious/implicit bias in decision making or that increases staff understanding of strategies that promote racially equitable outcomes for justice involved youth.

Mission Statement Incorporates Principles of EBP



■ Yes (70%) ■ No (24%) ■ Do Not Have a Mission Statement (6%)

Policy and Procedure Review Frequency



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# JJSES IMPLEMENTATION SURVEY 2020

## STAGE FOUR: REFINEMENT

### PERFORMANCE MEASURES

**22%**  
utilize the  
Juvenile  
Probation EBP  
Job Description  
Template  
Supervisors.

**21%**  
utilize the  
Juvenile  
Probation EBP  
Job Description  
Template for  
J.P.O.s.

**19%**  
utilize the EBP  
Juvenile  
Probation  
Performance  
Appraisal Form for  
Supervisors.

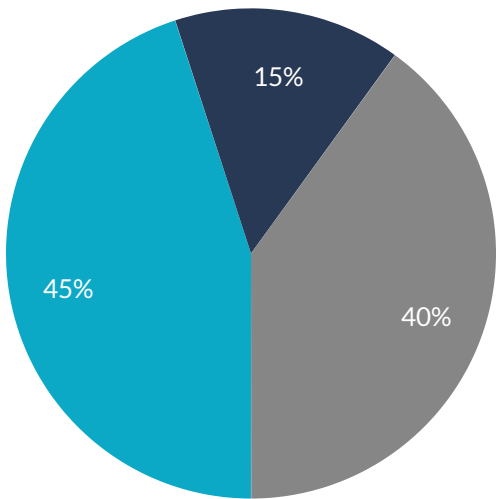
**25%**  
utilize the EBP  
Juvenile Probation  
Performance  
Appraisal Form for  
J.P.O.s.

**13%**  
have  
implemented the use  
of a Performance  
Self-Appraisal for  
Supervisors.

**18%**  
have  
implemented  
the use of a  
Performance  
Self-Appraisal  
for J.P.O.s.

**67%**  
consider EBP  
knowledge in  
hiring  
decisions.

Consideration of EBP Staff Proficiency During  
Performance Evaluation



■ Yes, the Majority of the Time (45%)  
■ Yes, But Not the Majority of the Time (15%) ■ No (40%)

**93%**  
post job  
position on  
their county  
job board.

**67%**  
consider EBP  
proficiency in  
promotion  
decisions.

**52%**  
that are not  
utilizing the  
Juvenile  
Probation EBP  
Job Description  
Templates  
indicated their  
job descriptions  
reflect principles  
of EBP.

**64%**  
who are not  
utilizing the EBP  
Juvenile Probation  
Performance  
Appraisal Form for  
Supervisors  
indicated their  
performance  
evaluations reflect  
principles of EBP.

**57%**  
who are not utilizing the EBP Juvenile Probation  
Performance Appraisal Form for Probation Officers  
indicated their performance evaluations reflect  
principles of EBP.



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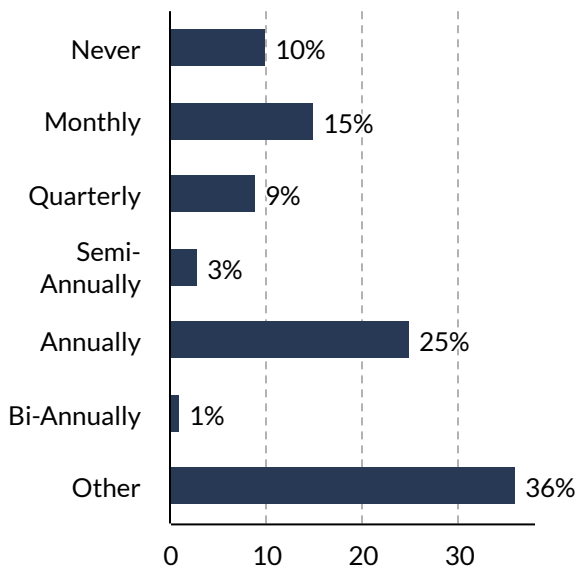


# JJSES IMPLEMENTATION SURVEY 2020

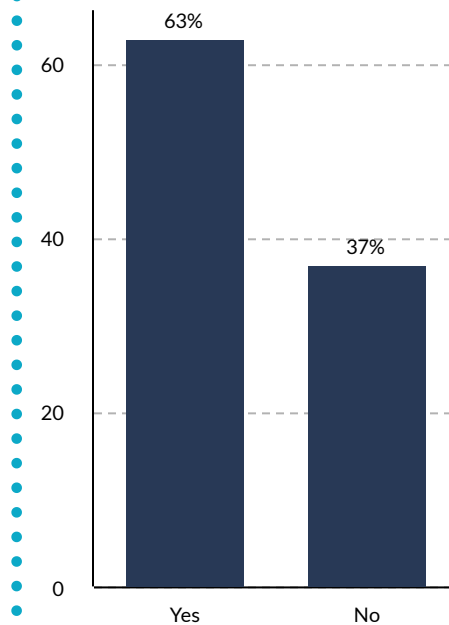
## STAGE FOUR: REFINEMENT

### EBP SERVICE CONTRACTS

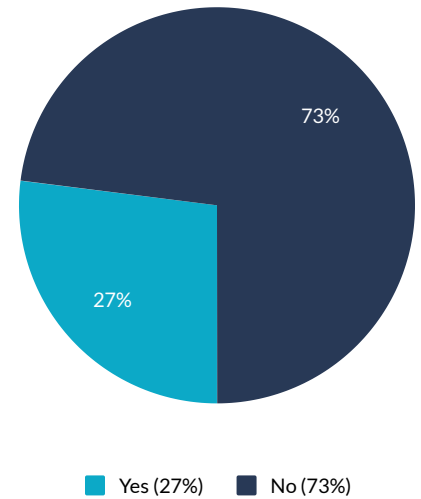
Service Provider Planning Meeting Frequency



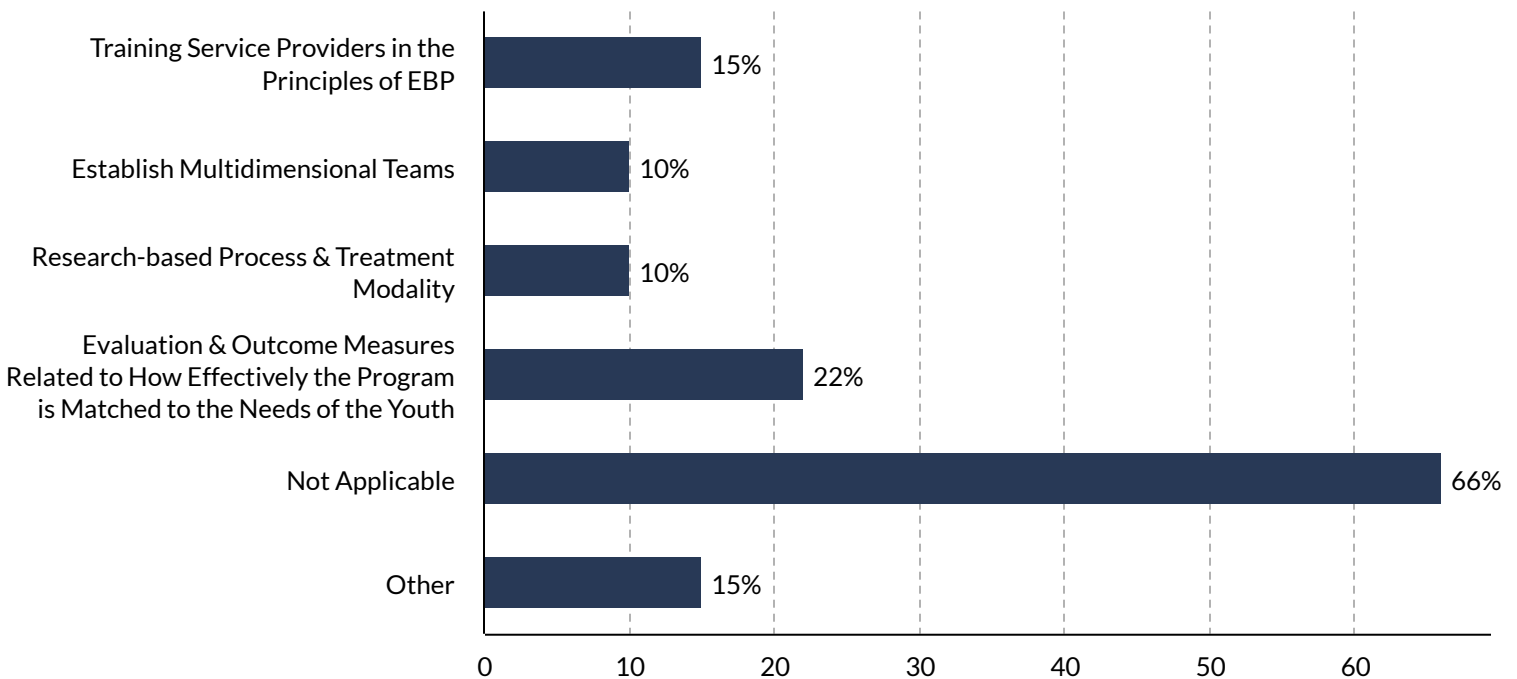
EBP Language in Service Provider Contracts



Have Included Stage Four Activities in their JJSES Plan for FY 2020-2021



Contractual Language Incorporated in EBP Service Contracts



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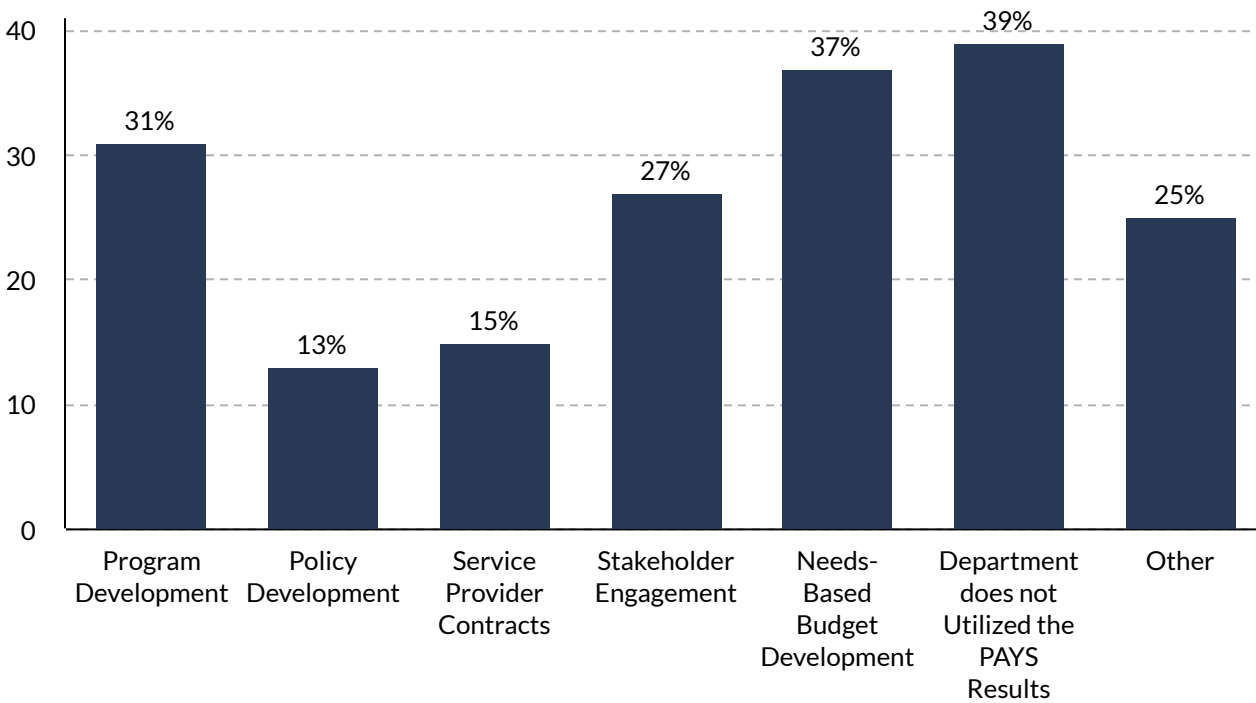


# JJSES IMPLEMENTATION SURVEY 2020

## BUILDING BLOCKS

### DELINQUENCY PREVENTION

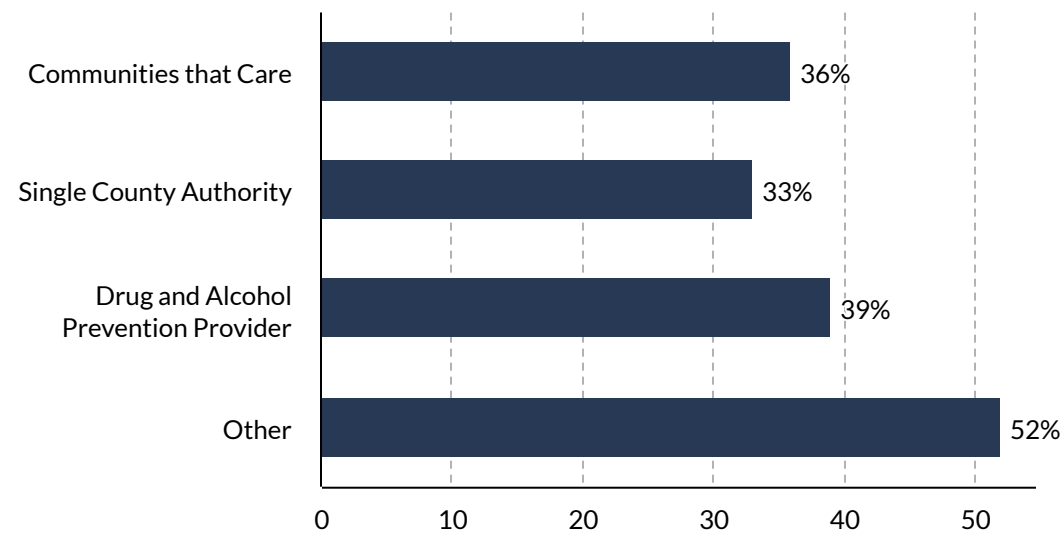
How PAYS Results are Utilized



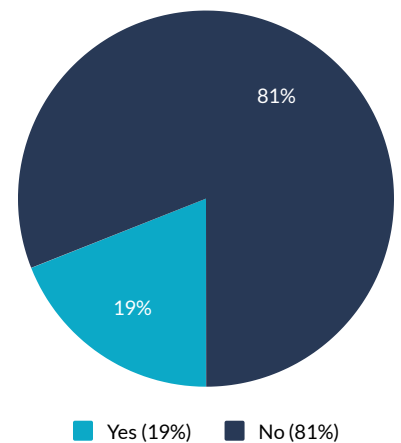
**93%**  
do not have a written delinquency prevention policy.

**16%**  
access EPISCenter prevention services.

Delinquency Prevention Coalition Participation



Have Included Delinquency Prevention Activities in their JJSES Plan for FY 2020-2021

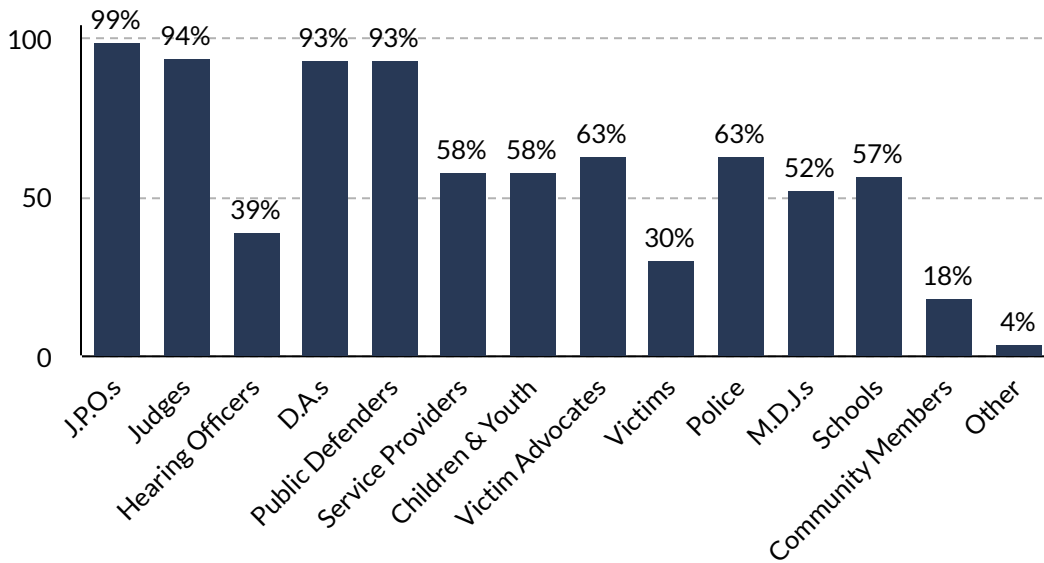


# JJSES IMPLEMENTATION SURVEY 2020

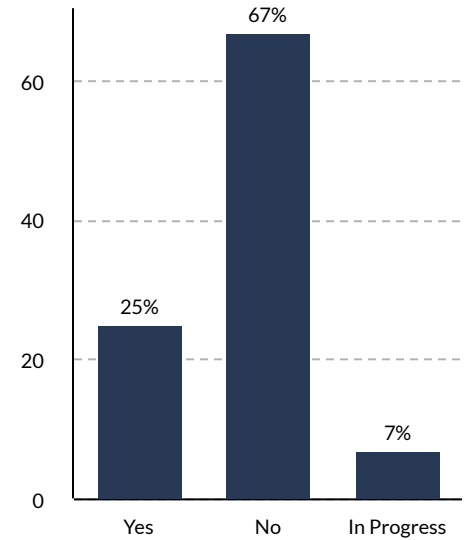
## BUILDING BLOCKS

### DIVERSION

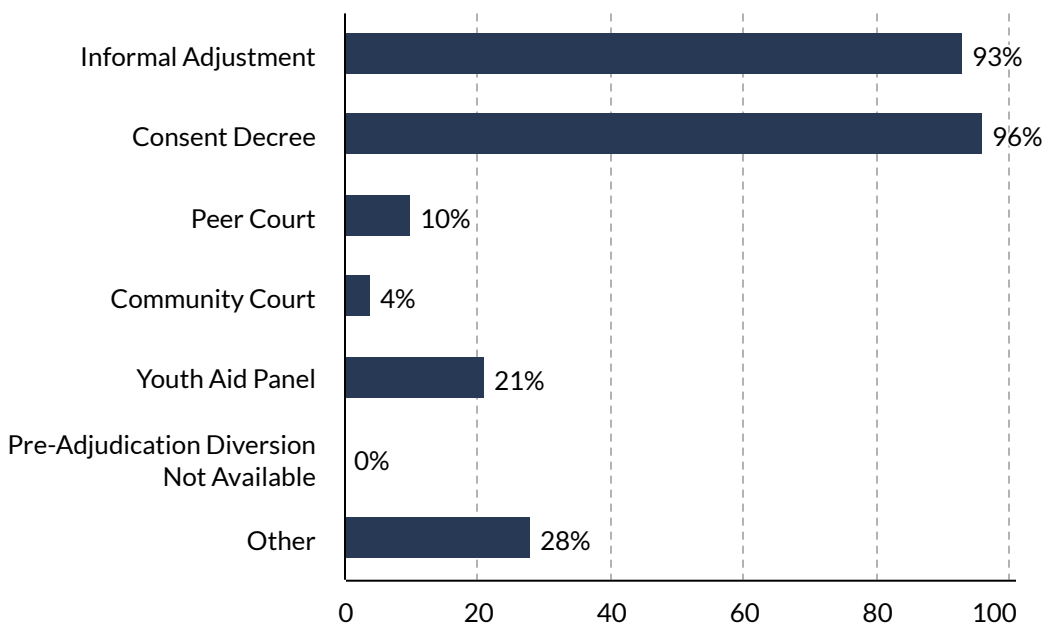
#### Stakeholder Groups Educated in Diversion



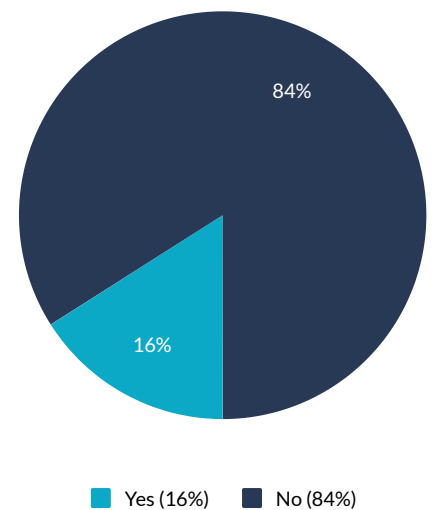
#### Diversion Policy



#### Pre-Adjudication Diversion Available to Youth



#### Have Included Diversion Activities in their JJSES Plan for FY 2020-2021



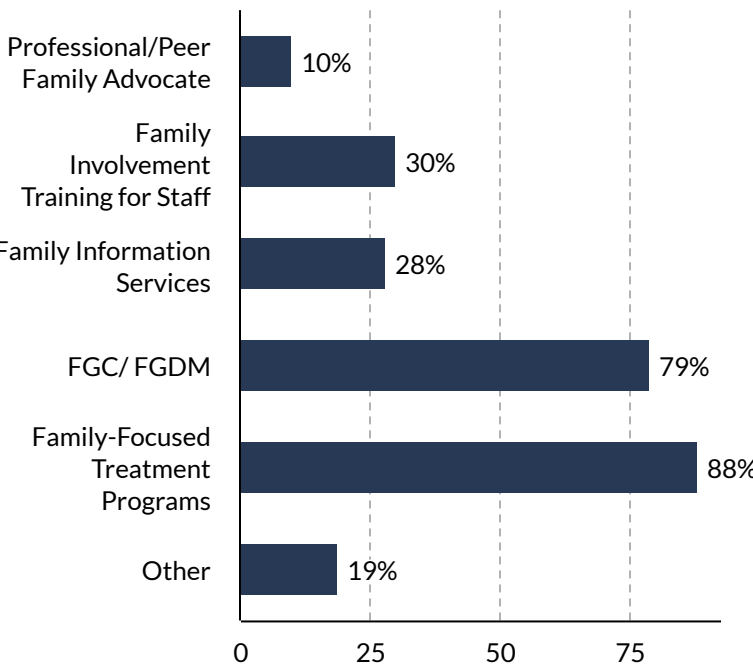
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# JJSES IMPLEMENTATION SURVEY 2020

## BUILDING BLOCKS

### FAMILY INVOLVEMENT

#### Initiatives in Place to Promote Family Involvement



**10%**

utilize the **Parenting Skills Workbooks** the majority of the time.

**10%**

have a family involvement policy.

**16%**

utilize a **satisfactory survey** for juveniles and parents in the majority of cases.

**54%**

require youth to **complete an apology letter** to their victims the majority of the time.

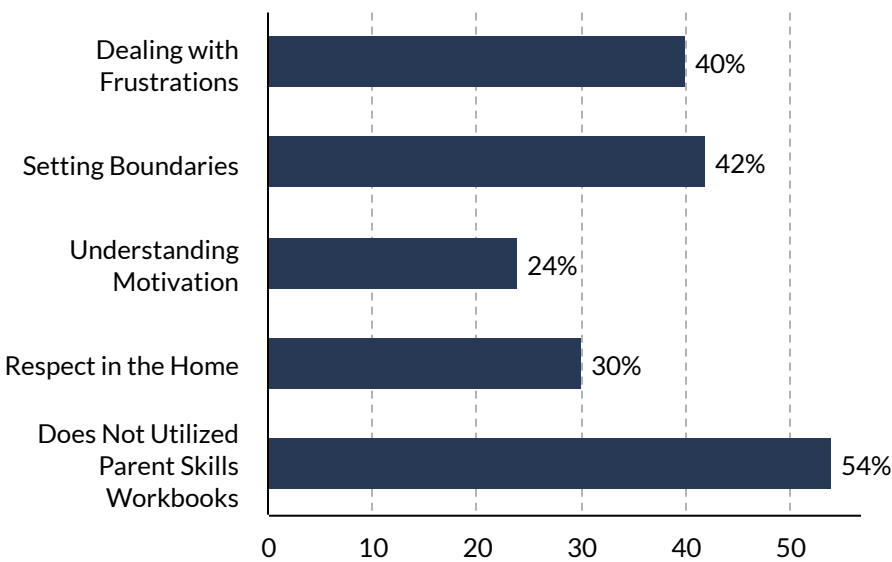
**19%**

utilize a **satisfactory survey** for victims in the majority of cases.

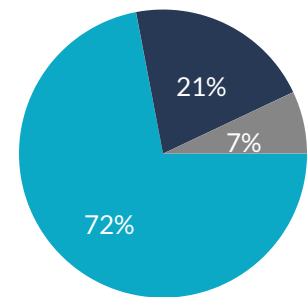
**149**

completed the **Victim Community Awareness (VCAC) facilitator training** in Pennsylvania.

#### Parent Skills Workbooks Utilized



#### Provide "A Family Guide to Pennsylvania's Juvenile Justice System" to Families



■ Yes, the Majority of the Time (72%)  
■ Yes, But Not the Majority of the Time (21%)  
■ No (7%)



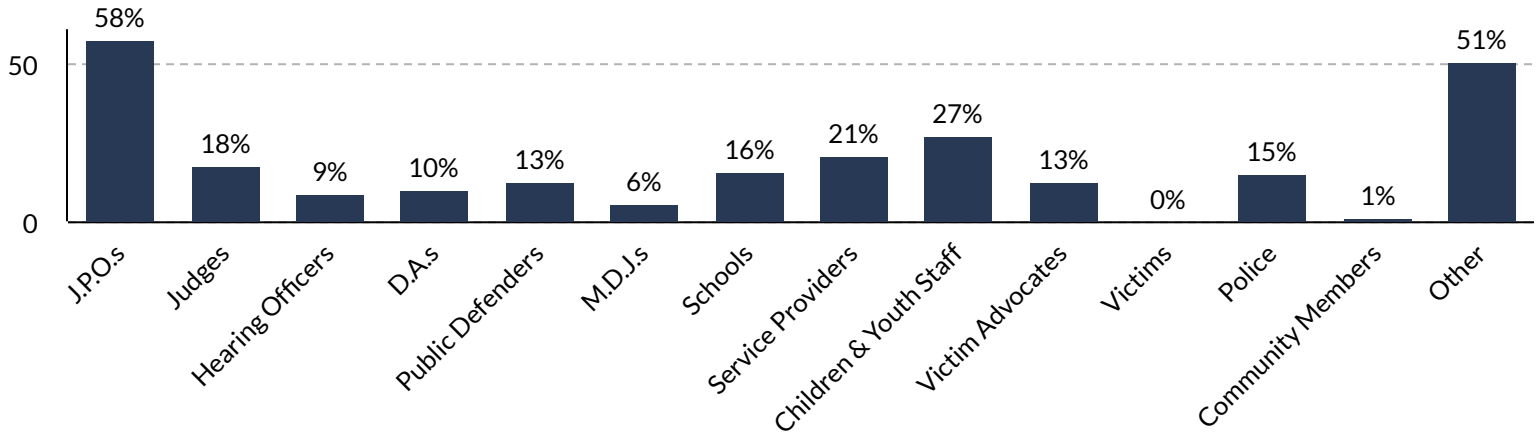
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# JJSES IMPLEMENTATION SURVEY 2020

## BUILDING BLOCKS

### FAMILY INVOLVEMENT

Stakeholder Groups that have Received Formal Training on Interacting with Families from Different Backgrounds

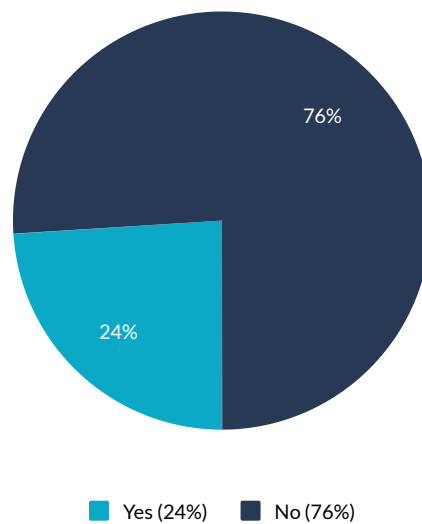


**28%** have received **formal training** on how to interact with youth and families from **different ethnic, racial, and cultural backgrounds**.

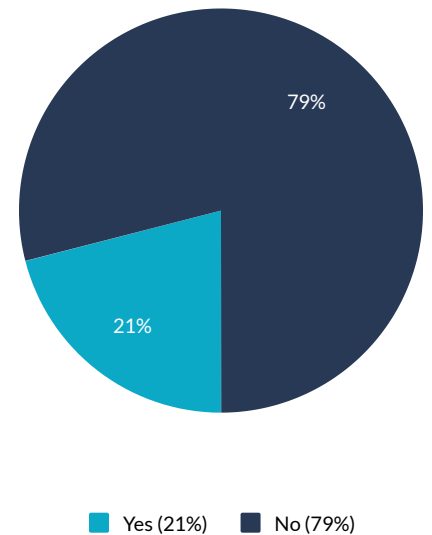
**15%** provide **annual trainings** on how to interact with youth and families from **different ethnic, racial, and cultural backgrounds**.

**33%** of departments that provide training on how to interact with youth and families from **different ethnic, racial, and cultural backgrounds** use a **face-to-face training** format.

Planning to Implement Activities to Educate JPO Staff in Strategies that Mitigate Bias in Decision Making During FY 2020-2021



Have Included Family Involvement Activities in their JJSES Plan for FY 2020-2021



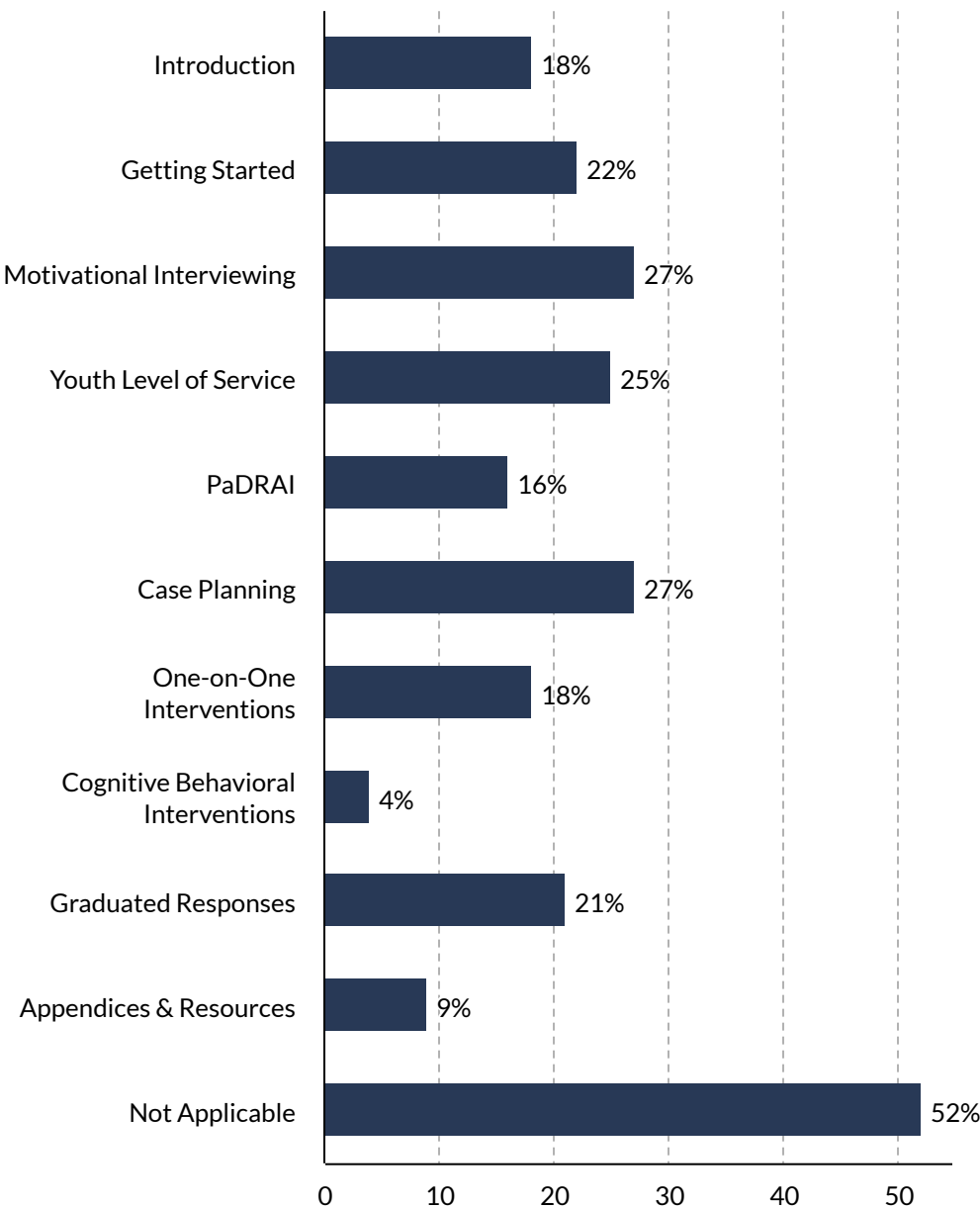
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# JJSES IMPLEMENTATION SURVEY 2020

## BUILDING BLOCKS

### CONTINUOUS QUALITY IMPROVEMENT (CQI)

#### Chapters of the CQI Sustainability Guide Most Beneficial

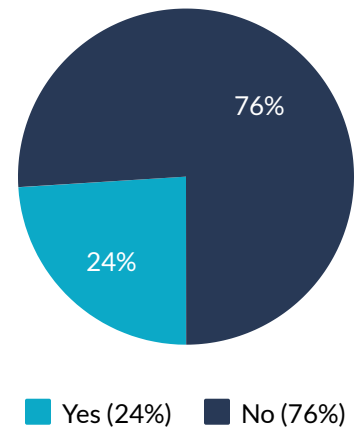


**57%** have received the CQI Sustainability Guide.

**36%** have a staff person or unit who is responsible for CQI.

**39%** collect data and/or performance measures to determine how well JJSES activities are being implemented and used by staff.

Have Included CQI Activities in their JJSES Plan for FY 2020-2021



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